

MANASQUAN PUBLIC SCHOOLS

September 2019 - Beginning Enrollment

ELEMENTARY SCHOOL

	9/4/2019	9/5/2018	9/6/2019	9/7/2018	9/13/2019	9/14/2018
Grade						
Pre K	27	29	28	29	28	27
Kdg	46	41	46	41	46	41
1st	40	42	40	42	40	41
2nd	43	44	43	45	43	45
3rd	43	50	43	50	43	50
4th	53	61	53	61	53	60
5th	61	72	61	72	61	72
6th	70	64	70	63	70	63
7th	65	79	64	79	64	79
8th	78	66	78	66	78	66
Total	526	548	526	548	526	544

HIGH SCHOOL

	9/4/2019	9/5/2018	9/6/2019	9/7/2018	9/13/2019	9/14/2018
Grade						
Grade 9	216	263	216	261	216	257
Grade 10	260	277	259	277	262	277
Grade 11	273	215	270	217	269	217
Grade 12	210	226	213	226	215	226
Total	959	981	958	981	962	977

SCHOOL BUS EMERGENCY EVACUATION DRILL REPORT

School Bus emergency evacuation drills shall be conducted twice each school year according to the New Jersey Administrative Code (NJAC GA:27-11.2).

Emergency evacuation drills and safety education

(a). School administrators shall organize and conduct emergency exit drills at least twice within the school year for all students who are transported to and from school.

1. All other students shall receive school bus evacuation instruction at least once within the school year.

(b). The school bus driver and bus aide shall participate in the emergency exit drills.

(c). Drills shall be conducted on school property and shall be supervised by the principal or person assigned to act in a supervisory capacity.

(d). Drills shall be documented in the minutes of the local board of education at the first board meeting following the completion of the emergency exit drill. The minutes shall include, but are not limited to, the following:

1. Date of the drill;
2. Time of day the drill was conducted;
3. School name;
4. Location of the drill;
5. Route number(s) included in the drill; and
6. Name of school principal, or person(s) assigned, who supervised the drill.

REPORT THE COMPLETION OF THE SCHOOL BUS EMERGENCY EVACUATION DRILL TO THE BOARD OF EDUCATION

Date of the school bus emergency evacuation drill: SEPTEMBER 5, 2019

Time of day the drill was conducted: 7:10 A.M.

School Name: MANASQUAN HIGH SCHOOL

Location of the Emergency Evacuation Drill: MHS FRONT HORSESHOE DRIVEWAY

Route Number(s): 7520, 7521, 7522, 7523, 7518, 9500, 9501, 7524, BRIELLE

Name of the school principal/person(s) overseeing the drill: _____

DON BRAMLEY, RICH READ, TIM CLAYTON

Other information relative to the emergency evacuation drill:

[illegible]

All victims received counseling.



STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

Document C-2

Anti-Bullying Bill of Rights Act

District: Manasquan School District (2930)

County: MONMOUTH (25)

New Jersey Department of Education
School Self-Assessment for Determining Grades
under the *Anti-Bullying Bill of Rights Act*
July 1, 2018 - June 30, 2019

New Jersey Department of Education School Self-Assessment for Determining Grades under the <i>Anti-Bullying Bill of Rights Act</i> 2018 - 2019	
District Name: Manasquan School District	
School Name: Manasquan Elementary School	
Core Element #1: HIB Programs, Approaches or Other Initiatives (N.J.S.A. 18A:37-17a)	
Indicators	Score (0-3)
A. The school annually <u>established</u> HIB programs, approaches or other initiatives.	3
B. The school annually <u>implemented</u> and documented HIB programs, approaches or other initiatives.	3
C. The school annually <u>assessed</u> HIB programs, approaches or other initiatives.	2
D. The school's HIB programs, approaches or other initiatives were designed to create <u>school-wide conditions</u> to prevent and address HIB.	3
E. The school safety/school climate team (SS/SCT) <u>identified patterns</u> of HIB and <u>reviewed</u> school climate and school policies for the prevention of HIB.	3
SUB-TOTAL (possible 15)	
14	
Core Element #2: Training on the BOE- approved HIB Policy (N.J.S.A. 18A:37-17b and c)	
Indicators	Score (0-3)
A. School employees, contracted service providers and volunteers were provided <u>training</u> on the HIB policy.	3
B. The HIB policy training included instruction on preventing HIB on the basis of <u>protected categories</u> enumerated in the ABR and <u>other distinguishing characteristics</u> that may incite incidents of discrimination or HIB.	3
C. The HIB policy was <u>discussed</u> with students, in accordance with the district's process for these discussions.	3
SUB-TOTAL (possible 9)	
9	
Core Element #3: Other Staff Instruction and Training Programs (N.J.S.A. 18A:6-112, N.J.S.A. 18A:37-22d, N.J.S.A. 18A:37-26a, N.J.S.A. 18A:37-21d, N.J.S.A. 18A:26-8.2)	
Indicators	Score (0-3)
A. Each teaching staff member completed at least 2 hours of <u>instruction in suicide prevention that included information on HIB</u> , in each five-year professional development period.	3
B. Each teaching staff member completed at least 2 hours of <u>instruction on HIB prevention</u> , in each five-year professional development period.	3
C. The school anti-bullying specialist (ABS) was given <u>time during the usual school schedule</u> to participate in <u>in-service training</u> in preparation to act as the ABS.	3
D. The members of the school safety/school climate team (SS/SCT) were provided with professional development in effective practices of successful school climate programs or approaches.	2
E. School building leaders have received information on the prevention of harassment, intimidation and bullying as part of their training on issues of school ethics, school law and school governance.	3
SUB-TOTAL (possible 15)	
14	
Core Element #4: Curriculum and Instruction on HIB and Related Information and Skills (N.J.S.A. 18A:37-29)	
Indicators	Score (0-3)
A. The school <u>provided ongoing, age-appropriate instruction</u> on preventing HIB in accordance with the New Jersey Student Learning Standards.	3
B. The school observed the "Week of Respect," during the week beginning with the first Monday in October of each year, <u>recognizing the importance of character education</u> by providing age-appropriate instruction focusing on HIB prevention.	3
SUB-TOTAL (possible 6)	
6	
Core Element #5: HIB Personnel (N.J.S.A. 18A:37-20a, N.J.S.A. 18A:37-20c, N.J.S.A. 18A:37-21a)	

Indicators	Score (0-3)
A. The principal <u>appointed</u> a school anti-bullying specialist (ABS).	3
B. The ABS <u>met</u> at least two times per school year with the district anti-bullying coordinator (ABC).	3
C. The school safety/school climate team (SS/SCT) <u>met</u> at least two times per school year to develop, foster and maintain a positive school climate by focusing on the ongoing, systemic process and practices in the school and to address school climate issues including HIB.	3
SUB-TOTAL (possible 9)	9
Core Element #6: School-Level HIB Incident Reporting Procedure (N.J.S.A. 18A:37-15b(5), N.J.S.A. 18A: 37-15b(6)(a))	
During the 2018-2019 school year, was there at least 1 report of HIB?	Yes
Option A Indicators	Score (0-3)
A. The school <u>implemented</u> the district's procedure for reporting HIB that includes all required elements.	3
B. The school <u>implemented</u> the district's procedure for reporting new information on a prior HIB report.	2
SUB-TOTAL (possible 6)	5
Core Element #7: HIB Investigation Procedure (N.J.S.A. 18A:37-15b(5) and (6)(a) and (b))	
During the 2018-2019 school year, was there at least 1 report of HIB?	Yes
Option A Indicators	Score (0-3)
The school followed the BOE-approved policy on HIB investigation procedures, which provides for:	
A. <u>Notification to parents</u> of alleged offenders and alleged victims in <u>each</u> reported HIB incident.	3
B. <u>Completion</u> of the investigation <u>within 10 school days</u> of the written incident report.	3
C. Preparation of a <u>written report</u> on the findings of each HIB investigation.	3
D. Results of the investigation <u>reported</u> to the chief school administrator (CSA) within <u>2 school days</u> of completion of the investigation.	3
SUB-TOTAL (possible 12)	12
Core Element #8: HIB Reporting (N.J.S.A. 18A:17-46)	
Indicators	Score (0-3)
A. The school has a <u>procedure</u> for <u>ensuring</u> that staff member reports (i.e., verbal and written) include the required information for all incidents of violence, vandalism and HIB.	3
B. The official grades received from the NJDOE, for the Self-Assessment from the previous reporting period, for the school and for the school district are posted on the home page of the school's website per the ABR and the requirements of the NJDOE.	3
SUB-TOTAL (possible 6)	6
TOTAL SCORE (possible 78)	75

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**New Jersey Department of Education
School Self-Assessment for Determining Grades
under the *Anti-Bullying Bill of Rights Act*
July 1, 2018 - June 30, 2019**

District Name: MANASQUAN BORO

School Name: Manasquan High School

Core Element #1: HIB Programs, Approaches or Other Initiatives (N.J.S.A. 18A:37-17a)

<i>Indicators</i>	<i>Score (0-3)</i>
A. The school annually <u>established</u> HIB programs, approaches or other initiatives.	3
B. The school annually <u>implemented</u> and documented HIB programs, approaches or other initiatives.	3
C. The school annually <u>assessed</u> HIB programs, approaches or other initiatives.	2
D. The school's HIB programs, approaches or other initiatives were designed to create <u>school-wide conditions</u> to prevent and address HIB.	3
E. The school safety/school climate team (SS/SCT) <u>identified patterns</u> of HIB and <u>reviewed</u> school climate and school policies for the prevention of HIB.	3
SUB-TOTAL (possible 15)	14

Core Element #2: Training on the BOE- approved HIB Policy (N.J.S.A. 18A:37-17b and c)

<i>Indicators</i>	<i>Score (0-3)</i>
A. School employees, contracted service providers and volunteers were provided <i>training</i> on the HIB policy.	3
B. The HIB policy training included instruction on preventing HIB on the basis of <u>protected categories enumerated</u> in the ABR and <u>other distinguishing characteristics</u> that may incite incidents of discrimination or HIB.	3
C. The HIB policy was <u>discussed</u> with students, in accordance with the district's process for these discussions.	3
SUB-TOTAL (possible 9)	9

Core Element #3: Other Staff Instruction and Training Programs (N.J.S.A. 18A:6-112, N.J.S.A. 18A:37-22d, N.J.S.A. 18A:37-26a, N.J.S.A. 18A:37-21d, N.J.S.A. 18A:26-8.2)

<i>Indicators</i>	<i>Score (0-3)</i>

A. Each teaching staff member completed at least 2 hours of <u>instruction in suicide prevention that included information on HIB</u> , in each five-year professional development period.	3
B. Each teaching staff member completed at least 2 hours of <u>instruction on HIB prevention</u> , in each five-year professional development period.	3
C. The school anti-bullying specialist (ABS) was given <u>time during the usual school schedule</u> to participate in <u>in-service training</u> in preparation to act as the ABS.	3
D. The members of the school safety/school climate team (SS/SCT) were provided with professional development in effective practices of successful school climate programs or approaches.	2
E. School building leaders have received information on the prevention of harassment, intimidation and bullying as part of their training on issues of school ethics, school law and school governance.	3
SUB-TOTAL (possible 15)	14

Core Element #4: Curriculum and Instruction on HIB and Related Information and Skills (N.J.S.A. 18A:37-29)

<i>Indicators</i>	<i>Score (0-3)</i>
A. The school <u>provided ongoing, age-appropriate instruction</u> on preventing HIB in accordance with the New Jersey Student Learning Standards.	3
B. The school observed the " <u>Week of Respect</u> ," during the week beginning with the first Monday in October of each year, <u>recognizing the importance of character education</u> by providing age-appropriate instruction focusing on HIB prevention.	3
SUB-TOTAL (possible 6)	6

Core Element #5: HIB Personnel (N.J.S.A. 18A:37-20a, N.J.S.A. 18A:37-20c, N.J.S.A. 18A:37-21a)

<i>Indicators</i>	<i>Score (0-3)</i>
A. The principal <u>appointed</u> a school anti-bullying specialist (ABS).	3
B. The ABS <u>met</u> at least two times per school year with the district anti-bullying coordinator (ABC).	3
C. The school safety/school climate team (SS/SCT) <u>met</u> at least two times per school year to develop, foster and maintain a positive school climate by focusing on the ongoing, systemic process and practices in the school and to address school climate issues including HIB.	2
SUB-TOTAL (possible 9)	8

Core Element #6: School-Level HIB Incident Reporting Procedure (N.J.S.A. 18A:37-15b(5), N.J.S.A. 18A:37-15b(6)(a))

During the 2018-2019 school year, was there at least 1 report of HIB?	Yes
<i>Option A Indicators</i>	<i>Score (0-3)</i>

A. The school <u>implemented</u> the district's procedure for reporting HIB that includes all required elements.	3
B. The school <u>implemented</u> the district's procedure for reporting new information on a prior HIB report.	3
SUB-TOTAL (possible 6)	6
Core Element #7: HIB Investigation Procedure (N.J.S.A. 18A:37-15b(5) and (6)(a) and (b))	
During the 2018-2019 school year, was there at least 1 report of HIB?	Yes
<i>Option A Indicators</i>	<i>Score (0-3)</i>
The school followed the BOE-approved policy on HIB investigation procedures, which provides for:	
A. <u>Notification to parents</u> of alleged offenders and alleged victims in <u>each</u> reported HIB incident.	3
B. <u>Completion</u> of the investigation <u>within 10 school days</u> of the written incident report.	3
C. Preparation of a <u>written report</u> on the findings of each HIB investigation.	3
D. Results of the investigation <u>reported</u> to the chief school administrator (CSA) within <u>2 school days</u> of completion of the investigation.	3
SUB-TOTAL (possible 12)	12
Core Element #8: HIB Reporting (N.J.S.A. 18A:17-46)	
<i>Indicators</i>	<i>Score (0-3)</i>
A. The school has a <u>procedure</u> for <u>ensuring</u> that staff member reports (i.e., verbal and written) include the required information for all incidents of violence, vandalism and HIB.	3
B. The official grades received from the NJDOE, for the Self-Assessment from the previous reporting period, for the school and for the school district are posted on the home page of the school's website per the ABR and the requirements of the NJDOE.	3
SUB-TOTAL (possible 6)	6
TOTAL SCORE (possible 78)	75

NJQSAC District Improvement Plan (DIP)						DOCUMENT G	
District:		Manasquan School District		Submission Date:		24-Sep-19	
Submitted by (name and title):		Rick Coppola, Director of Curriculum & Instruction					
Board Resolution Date:							
Step 1: DPR area and Indicator	Step 2: Goal	Step 3: Strategy(ies)	Step 4: Person/Position Responsible	Step 5: Timeline	Step 6: Evidence of Completion		
Instruction/Program 1 & 4	Monitor and evaluate curriculum/program development and classroom instruction so as to ensure ELA achievement and academic progress (overall performance and subgroup performance).	Assess group/grade level and individual grade reports, assess/evaluate and revise ELA curriculum and programs; provide "pull out" remediation opportunities for ELL students; provide structure and opportunity for PLC/departement-level meetings for teachers to assess testing data; employ teaching strategies based on individual student profiles as assessed by various methods (Naviance Learning Style Inventories, etc.).	Director of C&I, Principals, District supervisors, Director of Guidance	Review testing reports; September 2019, develop student schedules for ES and HS August 2019; complete Learning Style Inventories October 2019; schedule PLC/departement-level meetings; ongoing	Department, Grade Level, PLC meeting agendas; student performance reports (progress reports, grades, I&RS reports, etc); Learning Style Inventory Reports; teacher evaluations		
Instruction/Program 2 & 5	Monitor and evaluate curriculum/program development and classroom instruction so as to ensure Math achievement and academic progress (overall performance and subgroup performance).	Assess group/grade level and individual grade reports, assess/evaluate and revise Math curriculum and programs, provide "pull out" remediation opportunities for ELL students, provide structure and opportunity for PLC/departement-level meetings for teachers to assess testing data, employ teaching strategies based on individual student profiles as assessed by various methods (naviance Learning Style Inventories, etc.).	Director of C&I, Principals, District supervisors, Director of Guidance	Review testing reports; September 2019, develop student schedules for ES and HS August 2019; complete Learning Style Inventories October 2019; schedule PLC/departement-level meetings; ongoing	Department, Grade Level, PLC meeting agendas; student performance reports (progress reports, grades, I&RS reports, etc); Learning Style Inventory Reports; teacher evaluations		
Instruction/Program 3	Monitor and evaluate curriculum/program development and classroom instruction so as to ensure Science achievement (overall performance and subgroup performance)	Assess group/grade level and individual grade reports, assess/evaluate and revise Science curriculum and programs; provide "pull out" remediation opportunities for ELL students; provide structure and opportunity for PLC/departement-level meetings for teachers to assess testing data; employ teaching strategies based on individual student profiles as assessed by various methods (Naviance Learning Style Inventories, etc.).	Director of C&I, Principals, District supervisors, Director of Guidance	Review testing reports; September 2019, develop student schedules August 2019; complete Learning Style Inventories October 2019; schedule PLC/departement-level meetings; ongoing	Department, Grade Level, PLC meeting agendas; student performance reports (progress reports, grades, I&RS reports, etc); Learning Style Inventory Reports; teacher evaluations		

Instruction/Program 6	Assess and monitor student academic standing and attendance so as to ensure students at all grade levels are on track to qualify for graduation. All students academic records (i.e. credits earned) and attendance records will be reviewed by the MHS Administration and Guidance Department on a regular basis. Interventions will be conducted (see Strategies) as needed.	Continue proactive utilization of I&RS teams; schedule Guidance/Child Study Team meetings with "at-risk students"; schedule regular attendance meetings with Assistant Principals and students; institute mandatory attendance in academic labs during Unit Lunch; establish standard Graduation Status meetings between Principal/parents/student	MHS Principal, Director of Counseling Services/I&RS Coordinator, Assistant Principals, Department Supervisors	Review grades and attendance (monthly/ongoing); I&RS meetings (monthly/ongoing); Guidance semester grade assessment January 2020; Assistant Principal attendance reviews/meetings November 2019/ongoing;	I &RS agendas/meeting notes, I&RS action plans; student grade/attendance reports, Principal/Assistant Principal intervention meeting schedules, Guidance/CST individual student meeting schedules, comprehensive attendance reports, NJDOE report 2020
Instruction/Program 7	Recognize academic and social needs for all students in the district and identify specific areas of concern in "at-risk students" and students in specific subgroups. Develop specific programs, plans and pathways for all students to demonstrate social growth and academic success while meeting all local and State requirements.	Analyze data for all subgroups at MES and MHS; Continue proactive utilization of I&RS teams; schedule Guidance/Child Study Team meetings with students from all subgroups; promote the utilization of academic labs at MHS; enroll all 9th graders in Freshman Seminar	Director of C&I, Principals, District supervisors, Director of Guidance, Supervisor of Child Study Team	Review testing results from 2019 calculating averages from entire MES and MHS student populations and subgroups, develop schedules/action plans for "at risk" students September 2019; monitor usage of academic labs at MHS (ongoing); initiate I&RS referrals for selected "at risk" students (ongoing); revise curriculum in required areas (ongoing)	District and school-level meeting agendas/ I&RS agendas/meeting notes, I &RS action plans; individualized plans for "at risk students"; individual student schedules/academic plans for students in specified subgroups; implementation of academic labs at MHS (as indicated by attendance records recorded in Genesis turnstiles).
Instruction/Program 8	Report aggregated & disaggregated subgroup data of Statewide Assessments to the district board of education; report comparative data & trends, its analysis and recommend interventions (N.J.S.C. 6A:8-4.3)	Create new template for presentation of data; input current data; present at April 2019 BOE meeting; use new template for all future statewide assessments; present annually at BOE meeting that fall within the state-mandated test reporting guidelines (September/October)	Director of C & I, Principals, supervisors	April 30, 2019; Testing reports will occur 60 days within receipt of testing results	Presentation at April 30, 2019 BOE meeting; future presentations; BOE agendas and minutes; state test scores for total population and all subgroups
Instruction/Program 5	Align the K-8 Visual and Performing Arts curricula and instruction pertaining to Theater Arts to the NJSL (N.J.A.C. 6A:8)	Review current curricula & courses; select activities, strategies & assessments from current programs to incorporate into new curricula; create a new Theater Arts curriculum for grades K-2, 3-5, 6-8 aligned to the NJSL; curricula approved by BOE; designate responsible parties for implementation; evaluate effectiveness of curricula	Director of C&I and Principal of Elementary School	Review: April 30, 2019; Write: August 2019; BOE approval: September 2019	Curriculum Document; BOE Approval

Manasquan Teacher Rubric

Document J

Domain 1: Instructional Planning

Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
The teacher plans coherent instruction which accurately reflects an understanding of the required standards, school curriculum and expected rigor. The teacher plans effective, data-driven strategies and the use of appropriate resources, and that enable all students to learn. <i>* Attributes</i>	The teacher plans coherent instruction which accurately reflects an understanding of the required standards, school curriculum and expected rigor. The teacher plans effective, data-driven strategies and use of appropriate resources that enable all students to learn.	The teacher inconsistently plans coherent instruction that accurately reflects an understanding of the required standards, school curriculum and expected rigor. The teacher inconsistently plans effective, data-driven strategies and/or the use of appropriate resources that enable all students to learn.	The teacher plans poorly aligned instruction which does not reflect an understanding of the required standards, school curriculum and expected rigor. The teacher plans ineffective strategies which do not align to data and/or the use appropriate resources that enable all students to learn.

Attributes

- 1.1 Designs instruction connected to big ideas and essential questions.
- 1.2 Aligns lesson objectives to applicable standards, the school's curriculum and student learning needs.
- 1.3 Links instruction to real world experiences with opportunities for application.
- 1.4 Connects present content with previous and future learning and other disciplines.
- 1.5 Develops instructional outcomes that reflect high expectations & cognitive challenges.
- 1.6 Plans lessons & activities reflective of recent developments in subject area pedagogy.
- 1.7 Designs lessons which reflect an understanding of the intellectual, social, emotional, and physical development of the age group.
- 1.8 Demonstrates knowledge of ability levels of students (high, medium, and low).
- 1.9 Considers students' interests when planning instructional activities.
- 1.10 Creates assessments which match learning outcomes while meeting expected levels of rigor and understanding
- 1.11 Analyzes and uses baseline data and formative assessments to plan instruction accordingly.
- 1.12 Determines knowledge of pre-requisite skills before beginning new instruction.
- 1.13 Creates student-centered learning activities appropriate for the skill or content area being taught and are aligned with the established objectives.
- 1.14 Plans instructional groups to support student learning.
- 1.15 Plans differentiated instruction for all levels of students in classroom.

Manasquan Teacher Rubric

Domain 2: Instructional Implementation

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
The teacher clearly and accurately communicates content and goals while using effective strategies and resources to teach knowledge, concepts, and skills. Throughout the lesson the teacher cognitively engages students in important critical thinking, discussion and learning. <i>* Attributes</i>	In addition to meeting the standard, the teacher creatively communicates content and goals while using innovative strategies and resources to teach knowledge, concepts and skills with opportunities for real-world application. Throughout the lesson, virtually all students are cognitively engaged in critical thinking, discussion and learning.	The teacher clearly and accurately communicates content and goals while using effective strategies and resources to teach knowledge, concepts, and skills. Throughout the lesson most students are cognitively engaged in important critical thinking, discussion and learning.	The teacher is inconsistent in clearly and/or accurately communicating content and goals. Instructional strategies and/or resources are partially effective to teach knowledge, concepts and skills. Throughout the lesson, only some students are cognitively engaged in important thinking, discussion and learning.	The teacher is unclear and/or inaccurate in communicating content and goals. Instructional strategies and resources are ineffective and do not teach the knowledge, concepts and skills. Throughout the lesson, students are not cognitively engaged in important thinking, discussion and learning.

Attributes

- 2.1 Demonstrates knowledge of subject area content appropriate to the grade level and/or subject.
- 2.2 Conveys and reinforces learning goals consistently throughout the lesson.
- 2.3 Anticipates and addresses students' misconceptions and misunderstandings.
- 2.4 Communicates clear and understandable explanations of content.
- 2.5 Answers students' questions accurately.
- 2.6 Provides well-defined directions and when appropriate, models procedures or tasks
- 2.7 Engages and maintains students in active learning.
- 2.8 Ensures participation of all students.
- 2.9 Implements a variety of effective instructional strategies to ensure that all students meet the learning objectives.
- 2.10 Uses cognitively challenging questions to deepen student understanding and advance student learning.
- 2.11 Promotes student reasoning, critical thinking, and problem-solving.
- 2.12 Invites students to explain the content and/or their reasoning.
- 2.13 Encourages students to question themselves and others.
- 2.14 Maintains appropriate pacing for students to meet learning goals.
- 2.15 Adapts instructional plans when necessary and/or to deepen student understanding.
- 2.16 Utilizes a variety of resources relevant to the content area, tasks/activities and intended outcomes.
- 2.17 Incorporates instructional technology to enhance student learning.
- 2.18 Evaluates effectiveness of lessons and identifies area for improvement.

Manasquan Teacher Rubric

Domain 3: Instructional Assessment

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
The teacher systematically collects student data through a variety of formative and/or summative assessments addressing all levels of cognition to evaluate student progress and understanding. The teacher effectively and frequently provides students with timely and meaningful feedback. <i>* Attributes</i>	In addition to meeting the standard, the teacher and students formally and informally collect and evaluate a variety of formative and/or summative assessments addressing all levels of cognition to assess student progress and understanding. Frequent and meaningful feedback comes from a variety of sources to enhance learning.	The teacher systematically collects student data through a variety of formative and/or summative assessments addressing all levels of cognition to evaluate student progress and understanding. The teacher effectively and frequently provides the students with timely and meaningful feedback to enhance learning.	The teacher inconsistently collects student data through a limited variety of formative and/or summative assessments addressing some levels of cognition to evaluate student progress and understanding. The teacher inconsistently provides students with meaningful feedback to enhance learning.	The teacher does not collect student data to evaluate student progress and understanding. The teacher does not provide students with meaningful feedback to enhance learning.

Attributes

- 3.1 Monitors student understanding throughout the lesson.
- 3.2 Uses a variety of assessment strategies and/or instruments that are valid and appropriate to the learning goal and for the student population.
- 3.3 assesses students with tasks that span the hierarchy of cognitive skills
- 3.4 Questions students to elicit understanding.
- 3.5 Provides timely and meaningful feedback to deepen student learning.
- 3.6 Uses ongoing formative assessment methods to inform, guide, and adjust instruction.
- 3.7 Utilizes summative assessment methods to measure student understanding.

Manasquan Teacher Rubric

Domain 4: Learning Environment

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
The teacher effectively establishes a respectful, positive, safe learning environment conducive to high student achievement. The teacher conveys an enthusiasm for the content and an underlying belief of its importance which is shared by the students. <i>* Attributes</i>	In addition to meeting the standard, the teacher fosters intellectual curiosity, high student achievement and inspires the students' enthusiasm for the content.	The teacher effectively establishes a respectful, positive, safe learning environment conducive to high student achievement. The teacher conveys an enthusiasm for the content and an underlying belief of its importance which is shared by the students.	The teacher inconsistently establishes a respectful, positive, safe learning environment conducive to high student achievement. The teacher inconsistently conveys an enthusiasm for the content and an underlying belief of its importance which is shared by the students.	The teacher does not establish a respectful, positive, or safe learning environment which hinders student learning and achievement. The teacher does not share an enthusiasm for the content and/or an underlying belief of its importance.

Attributes

- 4.1 Displays enthusiasm for the instructional content.
- 4.2 Respects and encourages students' efforts and persistence.
- 4.3 Recognizes and acknowledges students' concerns and interests.
- 4.4 Attentively listens and pays attention to students' needs and responses.
- 4.5 Recognizes and respects students' diversity.
- 4.6 Establishes a climate of trust and teamwork.
- 4.7 Creates an atmosphere where students feel safe to take risks without fear of being wrong.
- 4.8 Maximizes instructional time and minimizes disruptions.
- 4.9 Establishes clear expectations for classroom rules, procedures, and behavior and enforces them consistently and fairly.
- 4.10 Manages student behavior and responds to misbehavior subtly and effectively.
- 4.11 Facilitates a safe learning environment.
- 4.12 Physically arranges the classroom to maximize learning.

Manasquan Teacher Rubric

Domain 5: Professional Responsibilities

Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
The teacher is committed to improving instruction, student achievement and the school community by attending professional development opportunities and collaborating with colleagues, administration, parents and community members. The teacher adheres to all local and state mandates and ethical guidelines and performs all professional responsibilities in a timely manner. <i>* Attributes</i>	The teacher is committed to improving instruction, student achievement and the school community by attending professional development opportunities and collaborating with colleagues, administration, parents and community members. The teacher adheres to all local and state mandates and ethical guidelines and performs all professional responsibilities in a timely manner.	The teacher is inconsistently committed to improving instruction, student achievement and the school community by inconsistently attending professional development opportunities and/or collaborating with colleagues, administration, parents and community members. The teacher may not adhere to all local and state mandates and/or ethical guidelines and/or inconsistently performs all professional responsibilities in a timely manner.	The teacher does not demonstrate a commitment to improving instruction, student achievement and the school community by attending professional development opportunities and/or does not collaborate with colleagues, administration, parents and community members. The teacher does not adhere to local and state mandates and/or perform professional responsibilities in a timely manner.

Attributes

- 5.1 Sets goals for improvement of knowledge and skills.
- 5.2 Attends district and school professional development offerings.
- 5.3 Seeks opportunities for additional professional growth.
- 5.4 Incorporates learning from professional growth opportunities into instructional practice.
- 5.5 Contributes as a member of the school's professional learning community through collaboration with teaching colleagues.
- 5.6 Works in collegial and collaborative manner with administrators, colleagues, and other school personnel.
- 5.7 Engages in activities outside the classroom that contribute to the betterment of the school community.
- 5.8 Provides opportunities for family members to participate in their child's learning.
- 5.9 Builds positive and professional relationships with parents/guardians through frequent and effective, personal communication concerning student progress.
- 5.10 Responds in a timely manner to professional requests and responsibilities.
- 5.11 Maintains accurate records and documents the progress of each student throughout the school year.
- 5.12 Adheres to federal and state laws, school policies and ethical guidelines.

Manasquan Educational Services Personnel Rubric

Domain 1: Professional Knowledge and Planning

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
The educational or program specialist uses professional knowledge to address the needs of the target learning community and demonstrates an awareness of individual differences, cultures and learning needs. The specialist plans, coordinates and manages program services consistent with established guidelines, policies and procedures. <i>* Attributes</i>	In addition to meeting the standard, the educational or program specialist uses innovative, professional knowledge to address the needs of the target learning community and/or leads or engages others while demonstrating an awareness of individual differences, cultures and learning needs. The specialist plans, coordinates and manages innovative program services consistent with established guidelines, policies and procedures.	The educational or program specialist uses professional knowledge to address the needs of the target learning community and demonstrates an awareness of individual differences, cultures and learning needs. The specialist plans, coordinates and manages program services consistent with established guidelines, policies and procedures.	The educational or program specialist inconsistently uses professional knowledge to address the needs of the target learning community and/or inconsistently demonstrates an awareness of individual differences, cultures and learning needs. The specialist inconsistently plans, coordinates and manages program services consistent with established guidelines, policies and procedures.	The educational or program specialist makes poor use of professional knowledge to address the needs of the target learning community and does not demonstrate an awareness of individual differences, cultures and learning needs. The specialist does not plan, coordinate and manage program services consistent with established guidelines, policies and procedures.

Attributes

Demonstrates knowledge of specialty area, current trends & technology.

Demonstrates knowledge of the school's program and student needs within that program.

Understands one's responsibility to the program.

Establishes goals for the program appropriate to the setting and learning community.

Uses district, school family, community and professional to help meet program and/or diverse learners' needs.

Plans programs and/or assistance which demonstrate an understanding of the intellectual, social, emotional and physical development of the learner.

Develops programs/support/intervention programs which are integrated within overall school/district programs.

Identifies various learning styles and individual needs to assist in the design and implementation of intervention plans/learning programs.

Researches resources/programs which apply to a variety of learners with diverse needs.

Uses the most current, appropriate resources available, including technology.

Creates a course of action or program for students, teachers and /or family members (regular school programs, interventions, responsive services, in-class activities, small group sessions) to achieve determined goals or follow specific procedures.

Develops a plan to evaluate the program and procedures.

Manasquan Educational Services Personnel Rubric

Domain 2: Program Delivery and Assessment

Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
The educational or program specialist implements a variety of services for the targeted learning community in a manner that promotes optimal student development. The specialist uses data to assess student needs, determine strategies/interventions to improve learning and/or develop the effectiveness of the program(s). <i>* Attributes</i>	The educational or program specialist implements a variety of services for the targeted learning community in a manner that promotes optimal student development. The specialist uses data to assess student needs, determine strategies/interventions to improve learning and/or develop the effectiveness of the program(s).	The educational or program specialist implements a limited number of services for the targeted learning community in a manner that inconsistently promotes optimal student development. The specialist inconsistently uses data to assess student needs, determine strategies/interventions to improve learning and/or develop the effectiveness of the program(s).	The educational or program specialist does not implement a variety of services for the targeted learning community in a manner that promotes optimal student development. The specialist does not use data to assess student needs, determine strategies/interventions to improve learning and/or develop the effectiveness of the program(s).

Attributes

Assesses student needs.

Presents information and provides services using a variety of strategies or approaches to meet the needs of the learning community.

Shares expertise with the learning community.

Collaborates with instructional staff to design, implement or support services for specific learner and/or program needs.

Researches strategies and resources for colleagues to support instructional improvement and/or student well-being.

Researches available resources necessary for individual student growth.

Identifies, obtains and manages necessary resources to address learner and program needs.

Conducts activities that assist students and teachers in the formulation of academic, personal/social and career plans.

Shares appropriate information/knowledge with staff members to ensure academic and social growth of all learners.

Consults with administration, parents, community agencies, school and support personnel to resolve issues and/or communicate progress relation to the provision of programs/services to individual learners.

Documents learner and/or program progress and outcomes.

Collects, evaluates and interprets data from multiple sources to benefit academic, emotional, social, physical growth of all learners.

Provides feedback to learners, families and staff on programs and student progress.

Demonstrates responsiveness and flexibility.

Modifies strategies, interventions, services and programs based on data and research.

Manasquan Educational Services Personnel Rubric

Domain 3: Communication and Collaboration

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
The educational or program specialist communicates effectively with learners, families, staff and the community to promote student learning, development and well-being. <i>* Attributes</i>	In addition to meeting the standard, the educational or program specialist is proactive in initiating and enhancing communication and collaboration techniques between the learners, families, staff and the community to promote student learning, development and well-being.	The educational or program specialist communicates and collaborates effectively with learners, families, staff and the community to promote student learning, development and well-being.	The educational or program specialist attempts, but is inconsistent in communicating and has difficulty collaborating with learners, families, staff and the community to promote student learning, development and well-being.	The educational or program specialist rarely/does not communicate and collaborate effectively with learners, families, staff and the community to promote student learning, development and well-being.

Attributes

Supports, promotes and communicates the mission, vision and goals of the program, school and district.

Uses effective written, verbal and non-verbal communication skills.

Initiates, maintains, and appropriately documents communication to support the needs and progress of the members of the learning community.

Uses effective written, verbal and non-verbal communication skills.

Uses resources including technology to effectively communicate with stakeholders.

Supports learner success and well-being by working collaboratively with stakeholders.

Collaborates with many sources (teachers, parents, professional organizations) to obtain input and address the needs of the student and/or community.

Collaborates with stakeholders to design, implement and/or support services for specific learner or program needs.

Collaborates with stakeholders to design, implement and/or support programs for specific learners.

Works in a collegial and collaborative manner with administrators, colleagues and other school personnel.

Coordinates programs/interventions with other specialists.

Responds promptly to learner, family, staff and community concerns.

Builds positive and professional relationships with parents/guardians through frequent and effective, personal communication concerning student progress and/or well-being.

Provides opportunities for family members to participate in their child's learning and progress.

Actively assumes an advocacy role for learners and families.

Manasquan Educational Services Personnel Rubric

Domain 4: Environment

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
The educational or program specialist establishes a respectful, positive, safe environment that promotes the learners' personal, social, career and academic development. The specialist establishes and conveys the importance of the program which is shared by the learning community. <i>* Attributes</i>	In addition to meeting the standard, the educational or program specialist establishes a respectful, positive, safe environment which inspires the learners' to initiate/seek their help in promoting their own personal, social, career and academic development. The specialist establishes and conveys the importance of the program which is shared by students and the learning community.	The educational or program specialist establishes a respectful, positive, safe environment that promotes the learners' personal, social, career and academic development. The specialist establishes and conveys the importance of the program which is shared by the learning community.	The educational or program specialist inconsistently establishes a respectful, positive, safe environment that promotes the learners' personal, social, career and academic development. The specialist inconsistently establishes and conveys the importance of the program which is shared by the learning community.	The educational or program specialist does not establish a respectful, positive, safe environment that promotes the learners' personal, social, career and academic development. The specialist does not establish and convey the importance of the program which is shared by the learning community.

Attributes

- Creates a caring environment in which respect and trust exist.*
- Develops a rapport with students.*
- Establishes a culture in which students actively seek assistance and/or use the resources provided.*
- Engages in productive, ongoing communication.*
- Fosters feelings of student academic, mental, and physical well-being.*
- Establishes a culture for ongoing instructional improvement.*
- Implements clearly defined procedures for teachers/students to access (instructional) support.*
- Schedules and manages time effectively.*
- Organizes physical space for smooth flow.*
- Defines and adheres to standards of conduct which align with the code of conduct expected of students throughout the school.*
- Collaborates with stakeholders to foster a positive school climate that respects and values the diversity of all members of the school community.*

Manasquan Educational Services Personnel Rubric

Domain 5: Professionalism and Growth

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
The educational or program specialist is committed to engaging in professional growth opportunities to better serve the learning community, ensure high-quality programs, and contribute to the profession. The specialist's practices are consistent with all legal, ethical and professional practices and standards. <i>* Attributes</i>	In addition to meeting the standard, the educational or program specialist takes a leadership role during professional growth opportunities and is proactive in the collaboration with colleagues, administration, parents and community members to ensure high-quality programs, and contribute to the profession. The specialist's practices are consistent with all legal, ethical and professional standards.	The educational or program specialist is committed to engaging in professional growth opportunities to better serve the learning community, ensure high-quality programs, and contribute to the profession. The specialist's practices are consistent with all legal, ethical and professional practices and standards.	The educational or program specialist inconsistently engages in professional growth opportunities to better serve the learning community, ensure high-quality programs, and contribute to the profession. The specialist demonstrates limited understanding of legal, ethical and professional practices and standards.	The educational or program specialist does not engage in professional growth opportunities to better serve the learning community, ensure high-quality programs, and contribute to the profession. The specialist's practices are not consistent with all legal, ethical and professional practices and standards.

Attributes

Reflects on personal practice and program initiatives.

Sets goals for improvement of knowledge and skills.

Identifies and applies new ideas that improve the school and enhance the academic, care and personal social development of all students.

Supports, promotes and communicates the mission, vision and goals of the district, school, and program.

Attends district and school professional development offerings.

Seeks opportunities for additional professional growth.

Incorporates learning from professional growth opportunities into practice.

Contributes as a member of the school's professional learning community through collaboration with colleagues within the same and other disciplines.

Engages in activities outside the office/center that contribute to the betterment of the school community.

Responds in a timely manner to professional requests and responsibilities.

Maintains accurate records and documents the progress of each student throughout the school year.

Adheres to federal and state laws, school policies and ethical guidelines.

Multidimensional Principal Performance Rubric

Domain 1 - Shared Vision of Learning

An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Culture - Attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders.	Engages stakeholders representing all roles and perspectives in the school in the development, monitoring and refinement of a shared vision and mission for learning; school vision and mission intentionally align with the vision and mission of the district and contribute to the improvement of learning district wide; uses the school's vision and mission as a compass to inform reflective practice, goal-setting, and decision making.	Collaborates with key stakeholders in the school to develop and implement a shared vision and mission for learning; school vision and mission aligns with the vision and mission of the district; explicitly links the school's vision and mission to programs and policies.	Identifies the school's vision and mission, and makes them public; school vision and mission are created in isolation of the district's vision and mission and aligned as an afterthought; refers to the school vision and mission as a document unconnected to programs, policies or practices.	Claims to have a vision and mission for the school, but keeps it private, school vision and mission are unrelated to the district vision and mission, disregards the need to use the school's vision and mission to guide goals, plans and actions.
Sustainability - A focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future.	Uses and regularly evaluates strategic processes and structures to promote the school's continuous and sustainable improvement.	Has a process and structure in place for organizational improvement and uses it to assess the school.	Provides selected staff with opportunities to discuss school improvement efforts.	Assumes that the school's improvement is either an event or the responsibility of a single individual.

Multidimensional Principal Performance Rubric

Domain 2 - School Culture and Instructional Program

An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Culture - Attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders.	Establishes different ways of accessing staff expertise and work by promoting activities such as lab sites, peer coaching, mentoring, collegial inquiry, etc. as an embedded part of practice; nurtures and sustains a culture of collaboration, trust, learning, and high expectations by providing structured opportunities for cross role groups to design and implement innovative approaches to improving learning, work and practice; engages stakeholders (e.g., students, staff, parents) in developing and sustaining a learning environment that actively involves students in meaningful, relevant learning that is clearly connected to their experiences, culture and futures, and require them to construct meaning of concepts or processes in deductive or inductive ways.	Supports various teaming opportunities, common planning and inquiry time, and visitations within the organization to increase learning and improve practice; develops a culture of collaboration, trust, learning, and high expectations by encouraging staff to work together on key projects (e.g., induction processes, program design, integrated curriculum, or other individual or organizational projects); creates a personalized and motivating learning environment for students in which they are involved in meaningful and relevant learning opportunities that they recognize as connected to their experiences, needs and cultures.	Considers proposals for collaborative structures and projects; encourages selected staff to expand their understanding of particular practices that support collaboration such as collaborative planning, co-facilitation or integrated curriculum design; creates a learning environment in which students are passive recipients in learning opportunities that are only peripherally connected to their experiences or cultures.	Acknowledges the need for communication and collaboration; provides selected individuals with basic information about various collaborative teaching, learning and work related concepts or practices to several individuals; creates a learning environment that relies on teacher-controlled classroom activities, rote learning, student compliance and learning opportunities that are disconnected from students' experiences, needs or cultures.

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Instructional Program - Design and delivery of high quality curriculum that produces clear evidence of learning.	Engages students and teachers in designing and revising a learner-centered program that integrates basic and higher levels of thinking throughout and provides opportunities for students to emulate professionals and construct meaning as they engage in a thorough exploration of a concept, problem, issue, or question; supervises instruction on an ongoing basis, and engages in collegial opportunities for learning, action research and/or inquiry related to best practices in teaching and learning; involves diverse stakeholders in uncovering issues that challenge time spent on quality instruction and in innovative approaches to dealing with them.	Creates a comprehensive, rigorous, and coherent curricular program that address all levels of thinking, enables students to develop knowledge and skills related to a concept, problem, or issue, and supports their construction of meaning during the most important lessons and tasks; supervises instruction and makes explicit the expectation that teachers remain current in research-based, best practices and incorporate them into their own work; maximizes time spent on quality instruction by protecting it from interruptions and inefficient scheduling, minimizing disruption to instructional time.	Establishes a curricular program focused primarily on recall, comprehension and factual knowledge acquisition that enables students to develop a basic understanding of a topic and/or process and includes few, if any, opportunities for them to construct meaning; provides mixed messages related to expectations for instructional methodology and own understanding of "best practices"; allows actions that disrupt instructional time and distract from learning (e.g. meetings, announcements, unplanned assemblies, phone calls to teachers in classrooms, etc.).	Promotes a curricular program that provides students with limited, surface or cursory exposure to a topic, concept or skill set and establishes or defines meaning for students, focusing on the recall of isolated concepts, skills and/or facts; maintains a hands off approach to instruction; initiates actions that interrupt instructional time and distract from learning (e.g., meetings, announcements, unplanned assemblies, phone calls to teachers in classrooms, etc.).
Capacity Building - Developing potential and tapping existing internal expertise to promote learning and improve practice.	Develops and taps the instructional and leadership capacity of all stakeholders in the school organization to assume a variety of formal and informal leadership roles in the school; engages varied perspectives in determining how to best integrate the use of the most effective and appropriate technologies into teaching, learning and the daily workings of the school organization.	Develops the instructional and leadership capacity of staff; promotes the use of the most effective and appropriate technologies to support teaching and learning and ensures that necessary resources are available.	Invests in activities that promote the development of a select group of leaders, provides the necessary hardware and software, and establishes the expectation that teachers will integrate technology into student learning experiences.	Assumes titled leaders are able to handle administrative responsibilities and teachers to be able to instruct students; is unaware of effective and appropriate technologies available.

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Sustainability - A focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future.	Facilitates regular use of easily accessible assessment and accountability systems that enable students, teachers, and parents to monitor student progress, teacher learning, uncover patterns and trends, and provides a way to contextualize student achievement, both inside history and projected into the future.	Develops assessment and accountability systems to monitor student progress, uncover patterns and trends, and provide a way to contextualize current student strengths and needs inside a history that connects changes in teaching and learning to student achievement.	Assessment and accountability systems, though in place, are misaligned so that it is difficult to see how data from one explicitly relates to or informs the other.	Uses "accountability" to justify a system that links student achievement with accolades and blame.
Strategic Planning Process: Monitoring/Inquiry - The implementation and stewardship of goals, decisions and actions.	Provides time and the expectation for students and staff to participate in multiple cycles of field testing, feedback and revision of the instructional program in order to monitor and evaluate its impact and make necessary refinements to support continuous improvement.	Gathers input from staff and surveys students as well as formal assessment data as part of process to monitor and evaluate the impact of the instructional program.	Evaluates the impact of the instructional program based on results of standardized assessments.	Judges the merit of the instructional program based on what is used by others.

Multidimensional Principal Performance Rubric

Domain 3 - Safe, Efficient, Effective Learning Environment
An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Capacity Building - Developing potential and tapping existing internal expertise to promote learning and improve practice.	Considers vision and solicits input from various stakeholders in determining, obtaining, allocating and utilizing necessary human, fiscal and technological resources, aligning them with present and future needs; embeds distributed leadership into all levels of the organization by enabling administrative, teacher, student and parent leaders to assume leadership roles and co-creates a process by which today's leaders identify, support and promote the leaders of tomorrow.	Obtains, allocates, aligns, and efficiently utilizes human, fiscal, and technological resources; develops the capacity for distributed leadership by providing interested individuals with opportunities and support for to assuming leadership responsibilities and roles.	Obtains human, fiscal and technological resources and allocates them without an apparent plan; shares "leadership" by limited responsibilities for tasks and functions but no decision making ability.	Obtains and uses human, fiscal and technological resources based on available funds or last year's budget instead of need; considers self as the sole leader of the organization while allocating limited responsibilities for unwanted tasks to others.
Culture - Attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders.	Engages multiple, diverse groups of stakeholders in defining, promoting and protecting the welfare and safety of students and staff, within and beyond school walls.	Promotes and protects the welfare and safety of students and staff.	Establishes rules and related consequences designed to keep students safe, but relies on inconsistent procedures.	Speaks to the importance of school safety, but is inconsistent in creating and implementing specific plans to ensure it.
Sustainability - A focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future.	Establishes processes for the ongoing evaluation, monitoring and revision of management and operational systems, ensuring their continuous, sustainable improvement.	Monitors, evaluates and revises management and operational systems.	Monitors and evaluates the management and operational systems.	Avoids engaging with management or operations systems.

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Instructional Program - Design and delivery of high quality curriculum that produces clear evidence of learning.	Engages groups of students and teachers in determining how to best allocate and manage time to support ongoing and sustainable improvements in quality instructional practices and student learning.	Ensures teacher and organizational time is focused to support quality instruction and student learning.	Schedules time outside of the typical school day for teachers to support instruction and learning.	Allocates time as required to comply with regulations and mandates.

Multidimensional Principal Performance Rubric

Domain 4 - Community

An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Strategic Planning Process: Inquiry - Gather and analyze data to monitor effects of actions and decisions on goal attainment and enable mid-course adjustments as needed to better enable success.	Engages in ongoing collection and analysis of data on the educational environment and information from diverse stakeholders to ensure continuous improvement.	Collects and analyzes data and information pertinent to the educational environment, and uses it to make related improvements.	Collects and analyzes data and information pertinent to the educational environment.	Makes decisions about whether or not to change the educational environment based on own impressions and beliefs.
Culture - Attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders.	Engages students, educators, parents, and community partners in employing a range of mechanisms and technology to identify and tap the community's diverse cultural, social and intellectual resources, promote their widespread appreciation, and connect them to desired improvements in teaching and learning.	Promotes understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources through diverse activities.	Provides isolated opportunities for including the community in a school activity or for engaging students in community outreach or service projects.	Considers the community as separate from the school.
Sustainability - A focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future.	Builds sustainable, positive relationships with families and caregivers and enables them to take on significant roles in ongoing improvement efforts.	Builds and sustains positive relationships with families and caregivers.	Takes actions intended to increase family and caregiver support for the school.	Identifies lack of family and caregiver involvement as a key explanation for lack of achievement.

Multidimensional Principal Performance Rubric

Domain 5 - Integrity, Fairness, Ethics

An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Sustainability - A focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future.	Enables an approach to "accountability" that upholds high ethical standards and inspires stakeholders (educators, parents, students and community partners) to own and be responsible for every student's academic and social success; engages the diverse perspectives of various stakeholders in using multiple sources of data to explore potential intended and unintended moral, legal and ethical consequences of decisions and actions that support the greater good; promotes resiliency by involving stakeholders in considering how to negotiate and uphold mandates in ways that preserve the integrity of the school's learning and work and align with its ethical and moral beliefs.	Ensures a system of accountability for every student's academic and social success; considers and evaluates the potential moral and legal consequences of decision-making; assumes responsibility for thoughtfully considering and upholding mandates so that the school can successfully tread the line between compliance and moral and ethical responsibility.	Focuses on accountability for academic and social success of students whose test results threaten the school's standing; makes decisions and takes actions without considering consequences, dealing with them if and when they occur; assumes responsibility for decisions and actions related to mandates.	Associates "accountability" with threats and blame for students' academic and social difficulties; makes decisions based on self-interest and is caught off guard by consequences of decisions and responds by denying, becoming defensive or ignoring them; blames mandates for decisions or actions that challenge the integrity or ethics of the school or its various stakeholders.

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Culture - Attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders.	Engages stakeholders in identifying and describing exemplars of self and cultural awareness, reflective practice, and ethical transparency and behavior from within and outside the school, and determining how to replicate them; provides opportunities for all stakeholder groups to define, embrace and embody the values of democracy, equity, and diversity; creates processes that embed social justice into the fabric of the school, seamlessly integrating the needs of individuals with improvement initiatives, actions and decisions.	Models principles of self-awareness, reflective practice, transparency, and ethical behavior; safeguards the values of democracy, equity, and diversity; promotes social justice and ensures that individual student needs inform all aspects of schooling.	Proclaims the importance of self-awareness, reflective practice, transparency and ethical behavior and seeks it in others; holds others accountable for upholding the values of democracy, equity and diversity; asserts that individual student needs should inform all aspects of schooling, but has difficulty putting these beliefs into action.	Mourns the lack of the self-awareness, reflective practice transparency and ethical behavior in others; pays lip service to values related to democracy, equity and diversity; implements strategies that group and label students with specific needs, isolating them from the mainstream.

Multidimensional Principal Performance Rubric

Domain 6 - Political, Social, Economic, Legal and Cultural Context
An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Sustainability - A focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future.	Engages the entire school community and all of its stakeholders in collaborating to make proactive and positive change in local, district, state and national decisions affecting the improvement of teaching and learning; draws upon the perspectives, expertise and leadership of various stakeholders in responding proactively to emerging challenges to the shared vision, ensuring the resilience of the school, its growth, learning and improvements.	Acts to influence local, district, state, and national decisions affecting student learning, within and beyond their own school and district; assesses, analyzes, and anticipates emerging trends and initiatives in order to adapt leadership strategies.	Reacts to district, state and national decisions affecting student learning; continues to rely on the same leadership strategies, in the face of emerging trends and initiatives, or copies others who they view as leaders in the field.	Appears unaware of decisions affecting student learning made outside of own school or district; waits to be told how to respond to emerging trends or initiatives.
Culture - Attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders.	Guided by the school vision, enables self, children, families and caregivers to successfully and appropriately advocate for themselves and one another.	Advocates for children, families, and caregivers.	Advocates for selected causes.	Advocates for self and own interests.

Multidimensional Leadership Performance Rubric

Domain 1 - Shared Vision of Learning

An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Culture - Attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders.	a. engages stakeholders representing varied roles and perspectives in developing, monitoring vision and mission for learning b. leader's vision and mission intentionally align with those of the school and/or district, and contribute to improved learning within the entire system c. uses the school/district vision and mission, along with own, as the compass to inform reflective practice, goal-setting, and decision-making	a. collaborates with key stakeholders in the school and/or district to develop vision and mission for learning b. leader's vision and mission align with the school and/or district c. explicitly links the school/district vision and mission to own vision and programs and policies he/she is responsible for	a. identifies own vision and mission, and makes them public b. leader's vision and mission are created in isolation of the school and/or district vision and mission and aligned as an afterthought c. refers to the school and/or district vision and mission as a document unconnected to own vision, or to the programs, policies or practices he/she is responsible for	a. claims to have a vision and mission, but keeps them private b. leader's vision and mission are unrelated to the school and/or district vision and mission c. disregards the need to use a vision and mission to guide goals, plans and actions
Sustainability - A focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future.	a. uses and regularly evaluates strategic processes and structures to promote continuous and sustainable improvement, within and beyond their area of responsibility	a. implements processes and structures that support organizational improvement related to own area of responsibility	a. supports opportunities for selected staff to discuss school improvement efforts as they pertain to own area of responsibility	a. assumes that the school's/district's improvement is either an event or someone else's responsibility to lead

Multidimensional Leadership Performance Rubric

Domain 2 - School Culture and Instructional Program

An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Culture - Attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders.	a. uses different ways of accessing staff expertise and work within own area of responsibility (e.g. lab sites, peer coaching, mentoring, collegial inquiry, etc.) as a model for developing collaborative approaches across the school or district across the school or district across the school or district b. nurtures and sustains a culture of collaboration, trust, learning, and high expectations by supporting structured opportunities for cross role groups to design and implement innovative approaches to improving learning, work and practice c. works with stakeholders (e.g., students, staff, parents) to develop, implement and sustain a learning environment that actively involves students in relevant, meaningful learning that is clearly connected to their experiences, culture and futures, and requires them to construct meaning in deductive or inductive ways	a. supports various teaming opportunities, common planning and inquiry time, and visitations within own area of responsibility, to increase learning and improve practice b. develops a culture of collaboration, trust, learning, and high expectations by encouraging staff to work together on key projects (e.g., induction processes, program design, integrated curriculum, or other individual or organizational projects) c. creates a personalized and motivating learning environment for students in which they are involved in meaningful and relevant learning opportunities that they recognize as connected to their experiences, needs and cultures, or ensures that those who create curriculum meet this expectation	a. considers proposals for collaborative structures and projects b. encourages selected staff to expand their understanding of particular practices that support collaborative planning, co-facilitation or integrated curriculum design c. accepts learning environments in which students are passive recipients in learning opportunities that are only peripherally connected to their experiences or cultures	a. acknowledges the need for communication and collaboration b. provides selected individuals with basic information about various collaborative teaching, learning and work-related concepts or practices c. supports learning environments that rely on teacher-controlled classroom activities, rote learning, student compliance and learning opportunities that are disconnected from students' experiences, needs or cultures

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Instructional Program - Design and delivery of high quality curriculum that produces clear evidence of learning.	a. engages those they supervise, and students, in designing and revising a learner-centered curricular program that integrates basic and higher levels of thinking and provides opportunities for students to emulate professionals and construct meaning as they engage in a thorough exploration of a concept, problem, issue, or question b. supervises instruction on an ongoing basis, and engages in collegial opportunities for learning, action research and/or inquiry related to best practices in teaching and learning c. involves diverse stakeholders in uncovering issues that challenge time spent on quality instruction and in innovative approaches to dealing with them	a. creates a comprehensive, rigorous, and coherent curricular program that address all levels of thinking, enables students to develop knowledge and skills related to a concept, problem, or issue, and supports their construction of meaning during the most important lessons and tasks or ensures that those they supervise meet this expectation b. supervises instruction and makes explicit the expectation that those they supervise remain current in research-based, best practices and incorporate them into their own work c. maximizes time spent on quality instruction by protecting it from interruptions and inefficient scheduling, minimizing disruption to instructional time	a. supports a curricular program focused primarily on recall, comprehension and factual knowledge acquisition that enables students to develop a basic understanding of a topic and/or process and includes few, if any, opportunities for them to construct meaning b. provides mixed messages related to expectations for instructional methodology and own understanding of "best practices" c. allows actions that disrupt instructional time and distract from learning (e.g. meetings, announcements, unplanned assemblies, phone calls to teachers in classrooms, etc.)	a. promotes a curricular program that provides students with limited, surface or cursory exposure to a topic, concept or skill set and establishes or defines meaning for students, focusing on the recall of isolated concepts, skills and/or facts b. maintains a hands off approach to instruction c. initiates actions that interrupt instructional time and distract from learning (e.g., meetings, announcements, unplanned assemblies, phone calls to teachers in classrooms, etc.)

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Capacity Building - Developing potential and tapping existing internal expertise to promote learning and improve practice.	a. develops and taps the instructional and leadership capacity of all stakeholders in the school and/or district to assume a variety of formal and informal leadership roles b. engages varied perspectives in determining how to best integrate the use of the most effective and appropriate technologies into teaching, learning and the daily workings of the school and/or district	a. develops the instructional and leadership capacity of staff that he/she supervises b. promotes the use of the most effective and appropriate technologies to support teaching and learning and ensures that necessary resources are available	a. invests in activities that promote the development of a select group of leaders b. provides the necessary hardware and software, and establishes the expectation that technology is integrated into student learning experiences	a. assumes titled leaders are able to handle administrative responsibilities and expects teachers to be able to instruct students b. is unaware of effective and appropriate technologies available
Sustainability - A focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future.	a. facilitates regular use of easily accessible assessment and accountability systems that enable students, teachers, and parents to monitor student progress, teacher learning, uncover patterns and trends, and contextualize student achievement, both inside history and projected into the future.	a. develops and/or implements assessment systems to monitor student progress, uncover patterns and trends, so that current student strengths and needs can be contextualized inside a history that connects changes in teaching and learning to student achievement.	a. assessment and accountability systems, though in place, are misaligned in design or application, so that it is difficult to see how data from one explicitly relates to or informs the other	a. uses "accountability" to justify a system that links student achievement with accolades and blame
Strategic Planning Process: Monitoring/Inquiry - The implementation and stewardship of goals, decisions and actions.	a. provides the time and expectation for students and staff to participate in multiple cycles of field testing, feedback and revision of the instructional program in order to monitor and evaluate its impact and make necessary refinements to support continuous improvement	a. gathers input from staff and surveys from students, as well as formal assessment data, as part of process to monitor and evaluate the impact of the instructional program	a. evaluates the impact of the instructional program based on results of standardized assessments	a. judges the merit of the instructional program based on what is used by others

Multidimensional Leadership Performance Rubric

Domain 3 - Safe, Efficient, Effective Learning Environment
An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Capacity Building - Developing potential and tapping existing internal expertise to promote learning and improve practice.	a. considers vision and solicits input from various stakeholders in determining, obtaining, allocating and utilizing necessary human, fiscal and technological resources, aligning them with present and future needs b. embeds distributed leadership into all levels of the organization by enabling administrative, teacher, student and parent leaders to assume leadership roles and co-create a process by which today's leaders identify, support and promote the leaders of tomorrow	a. obtains, allocates, aligns, and efficiently utilizes human, fiscal, and technological resources b. develops the capacity for distributed leadership by providing interested individuals with opportunities and support for to assuming leadership responsibilities and roles	a. obtains human, fiscal and technological resources and allocates them without an apparent plan b. shares "leadership" by providing others with limited responsibilities for tasks and functions but no decision making ability	a. obtains and uses human, fiscal and technological resources based on available funds or last year's budget instead of need b. considers self as the sole leader while allocating unwanted tasks to others
Culture - Attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders.	a. engages multiple, diverse groups of stakeholders in defining, promoting and protecting the welfare and safety of students and staff	a. promotes and protects the welfare and safety of students and staff	a. establishes rules and related consequences designed to keep students safe, but relies on inconsistent procedures	a. speaks to the importance of safety, but is inconsistent in creating and implementing specific plans to ensure it
Sustainability - A focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future.	a. establishes processes for the ongoing evaluation, monitoring and revision of management and operational systems, ensuring their continuous, sustainable improvement	a. monitors, evaluates and revises management and operational systems	a. monitors and evaluates the management and operational systems	a. avoids engaging with management or operations systems

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Instructional Program - Design and delivery of high quality curriculum that produces clear evidence of learning.	a. engages groups of students and teachers in determining how to best allocate and manage time to support ongoing and sustainable improvements in quality instructional practices and student learning	a. ensures teacher and organizational time is focused to support quality instruction and student learning	a. relies on the use of time outside the typical school day for teachers to support instruction and learning	a. allocates time as required to comply with regulations and mandates

Multidimensional Leadership Performance Rubric

Domain 4 - Community

An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Strategic Planning Process: Inquiry - Gather and analyze data to monitor effects of actions and decisions on goal attainment and enable mid-course adjustments as needed to better enable success.	a. engages in ongoing collection and analysis of data on the educational environment and information from diverse stakeholders to ensure continuous improvement	a. collects and analyzes data and information pertinent to the educational environment, and uses it to make related improvements	a. collects and analyzes data and information pertinent to the educational environment	a. makes decisions about whether or not to change the educational environment based on own impressions and beliefs
Culture - Attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders.	a. engages students, educators, parents, and community partners in employing a range of mechanisms and technology to identify and tap the community's diverse cultural, social and intellectual resources, promote their widespread appreciation, and connect them to desired improvements in teaching and learning	a. promotes understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources through scheduling or supporting diverse activities	a. provides isolated opportunities for including the community in school or district activities or for engaging students in community outreach or service projects	a. considers the community as separate from the school and/or district
Sustainability - A focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future.	a. builds sustainable, positive relationships with families and caregivers and enables them to take on significant roles in ongoing improvement efforts	a. builds and sustains positive relationships with families and caregivers	a. takes actions intended to increase family and caregiver support for the school and/or district	a. identifies lack of family and caregiver involvement as a key explanation for lack of achievement

Multidimensional Leadership Performance Rubric

Domain 5 - Integrity, Fairness, Ethics

An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Sustainability - A focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future.	a. enables an approach to "accountability" that upholds high ethical standards and inspires stakeholders (educators, parents, students and community partners) to own and be responsible for every student's academic and social success b. engages the diverse perspectives of various stakeholders in using multiple sources of data to explore potential intended and unintended moral, legal and ethical consequences of decisions and actions that support the greater good c. promotes resiliency by involving stakeholders in considering how to negotiate and uphold mandates in ways that preserve the integrity of the school's/district's learning and work and align with its ethical and moral beliefs	a. ensures a system of accountability for every student's academic and social success b. considers and evaluates the potential moral and legal consequences of decision-making c. assumes responsibility for thoughtfully considering and upholding mandates so that the school and/or district can successfully tread the line between compliance and moral and ethical responsibility	a. focuses on accountability for academic and social success of students whose test results threaten the school's and/or district's standing b. makes decisions and takes actions without considering consequences, dealing with them if and when they occur c. assumes responsibility for decisions and actions related to mandates	a. associates "accountability" with threats and blame for students' academic and social difficulties b. makes decisions based on self-interest, and is caught off guard by consequences of decisions responding by denying, becoming defensive or ignoring them c. blames mandates for decisions or actions that challenge the integrity or ethics of the school and/or district, or its various stakeholders

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Culture - Attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders.	a. engages stakeholders in identifying and describing exemplars of self and cultural awareness, reflective practice, transparency and ethical behavior from within and outside the school and/or district, and determining how to replicate them b. provides opportunities for all stakeholder groups to define, embrace and embody the values of democracy, equity, and diversity c. creates processes that embed social justice into the fabric of the school and/or district, seamlessly integrating the needs of individuals with improvement initiatives, actions and decisions	a. models principles of self-awareness, reflective practice, transparency, and ethical behavior b. safeguards the values of democracy, equity, and diversity c. promotes social justice and ensures that individual student needs inform all aspects of schooling	a. proclaims the importance of self-awareness, reflective practice transparency and ethical behavior and seeks it in others b. holds others accountable for upholding the values of democracy, equity and diversity c. asserts that individual student needs should inform all aspects of schooling, but has difficulty putting these beliefs into action	a. mourns the lack of self-awareness, reflective practice transparency and ethical behavior in others b. pays lip service to values related to democracy, equity and diversity c. implements strategies that group and label students with specific needs, isolating them from the mainstream

Multidimensional Leadership Performance Rubric

Domain 6 - Political, Social, Economic, Legal and Cultural Context
An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Sustainability - A focus on continuance and meaning beyond the present moment; contextualizing today's successes and improvements as the legacy of the future.	a. engages the entire school or district community and all of its stakeholders in collaborating to make proactive and positive change in local, district, state and national decisions affecting the improvement of teaching and learning b. draws upon the perspectives, expertise and leadership of various stakeholders in responding proactively to emerging challenges to the shared vision, ensuring the resilience of the school and/or district, its growth, learning and improvements	a. acts to influence local, district, state, and national decisions affecting student learning, within and beyond their own school and district b. assesses, analyzes, and anticipates emerging trends and initiatives in order to adapt leadership strategies	a. reacts to district, state and national decisions affecting student learning b. continues to rely on the same leadership strategies, in the face of emerging trends and initiatives, or copies others who they view as leaders in the field	a. appears unaware of decisions affecting student learning made outside of own school or district b. waits to be told how to respond to emerging trends or initiatives
Culture - Attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders.	a. guided by the school and/or district vision, enables self, children, families and caregivers to successfully and appropriately advocate for themselves and one another	a. advocates for children, families, and caregivers	a. advocates for selected causes	a. advocates for self and own interests

Manasquan Non-Certificated Personnel Evaluation

Non-Certificated Personnel Evaluation

	Highly Effective(5)	Effective(4)	Partially Effective(3)	Ineffective(2)	Unsatisfactory(1)	Not Applicable
Quality of Work	5 - Highly Effective	4 - Effective	3 - Partially Effective	2 - Ineffective	1 - Unsatisfactory	Not Applicable
Quantity of Work	5 - Highly Effective	4 - Effective	3 - Partially Effective	2 - Ineffective	1 - Unsatisfactory	Not Applicable
Reliability/Dependability	5 - Highly Effective	4 - Effective	3 - Partially Effective	2 - Ineffective	1 - Unsatisfactory	Not Applicable
Job Interest and Attitude Toward Work	5 - Highly Effective	4 - Effective	3 - Partially Effective	2 - Ineffective	1 - Unsatisfactory	Not Applicable
Relations with Others	5 - Highly Effective	4 - Effective	3 - Partially Effective	2 - Ineffective	1 - Unsatisfactory	Not Applicable
Grasp of Instructions and Assignments	5 - Highly Effective	4 - Effective	3 - Partially Effective	2 - Ineffective	1 - Unsatisfactory	Not Applicable
Adaptability (ability to adjust)	5 - Highly Effective	4 - Effective	3 - Partially Effective	2 - Ineffective	1 - Unsatisfactory	Not Applicable
Safety Mindedness	5 - Highly Effective	4 - Effective	3 - Partially Effective	2 - Ineffective	1 - Unsatisfactory	Not Applicable
Leadership	5 - Highly Effective	4 - Effective	3 - Partially Effective	2 - Ineffective	1 - Unsatisfactory	Not Applicable

DOCUMENT K

GRADE: K-2		Theatre Arts	
Unit Titles		PACING	
Fundamentals and Basics of Theatre		2 weeks/ongoing	
Creative Expression		2 weeks/ongoing	
Historical and Cultural Context		2 weeks/ongoing	
Aesthetic Valuing		2 weeks/ongoing	
Standard	Performance Expectation		
1.1.2.C.1	Identify basic elements of theatre and describe their use in a variety of theatrical performances.		
1.1.2.C.2	Express stage directions, areas of the stage, basic stage movements, and parts of a script using correct theatre terms (e.g., setting, costumes, plot, theme, etc.).		
1.1.2.C.3	Distinguish between character, actors, and the self by demonstrating respect for personal space, creative movement, and pantomime skills while interacting with others in creative drama and storytelling.		
1.1.2.C.3	Distinguish between characters, actors, and the self by demonstrating respect for personal space, creative movement and pantomime skills while interacting with others in creative drama and storytelling.		
1.4.2.B.1	Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in theatre.		
1.4.2.B.2	Apply the principles of positive critique in giving and receiving response to performances.		
Essential Question (EQ)			
Essential Questions:			
1. How does observing people help you create characters?			
2. How do actors move to express an emotion?			
3. How are costumes different from everyday clothes			
4. What are the similarities between your family and families found in stories?			
5. Do all stories have a beginning, middle and end structure?			
6. Why is plot important to a story?			
7. Why are props important?			
8. What makes theatre a unique experience?			
9. Why is stage space necessary?			
10. How does a performer's vocal quality and movement convey a message about a character?			

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11. Why is it necessary to look at different perspectives of a story? 12. How are performer's impacted by feedback? 13. How can different members of an audience have different reactions to s dramatization? 14. When might a critic allow their feelings to impact how they evaluate a dramatization? 15. Why are there so many plots that revolve around community and family stories?		
Activities & Strategies	Assessments (Formative/Summative/Performance Tasks)	Resources

DOCUMENT K

Identify basic elements of theatre and describe their use in a variety of theatrical performances. 1.1.2.C.1 Express stage directions, areas of the stage, basic stage movements, and parts of a script using correct theatre terms (e.g., setting, costumes, plot, theme, etc.). 1.1.2.C.2 Distinguish between character, actors, and the self by demonstrating respect for personal space, creative movement, and pantomime skills while interacting with others in creative drama and storytelling. 1.1.2.C.3 Distinguish between characters, actors, and the self by demonstrating respect for personal space, creative movement and pantomime skills while interacting with others in creative drama and storytelling. 1.1.2.C.3 Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in theatre. 1.4.2.B.1 Apply the principles of positive critique in giving and receiving response to performances. 1.4.2.B.2	Locally developed assessments should be referenced here, example of assessments will need to be provided during a QSAC visit. Evidence outcomes could include: Students demonstrating the ability to: - Imitate or create people, creatures, or things based on observation using body and facial expression - Demonstrate the ability to follow a simple set of steps in a dramatic task. - Use body and voice to demonstrate knowledge of holidays and other cultural events. - Describe the difference between theatre and real life - Retell through drama and voice the plot of a short story and highlight the beginning, middle and end using movement and voice. - Use appropriate theatre vocabulary to critique a live performance - Improvise to create original characters and environments from an existing work such as a fairy tale, folk tale, or story.	Scripted works as needed Facility with open space and stage Props as needed
21 st Century Themes and Skills		

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(9.2) For information related to the 12 Career Ready Practices follow the link below. http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP12. Work productively in teams while using culture global competence.		
Interdisciplinary Connections	Technology Connections	
Respond to dramatic performances while developing and understanding, calling upon acquaintance with theatre based vocabulary and reference to works from a variety of cultures and historical periods. Perceive theatre performances from a structural, historical, cultural and aesthetic perspectives. Understand how various types of theatre skills and styles are related.	For NJ Technology Standards 8.1 and 8.2 follow the link below. http://www.state.nj.us/education/cccs/2014/tech/8.pdf 8.1.2.A.2 : Create a document using a word processing application. 8.1.2.A.4: Demonstrate developmentally appropriate navigation skills in virtual environments. 8.1.2.C.1: Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media. 8.1.2.D.1: Digital Citizenship	
Differentiated Instruction: Remediation		
English Language Learners Modifications for Classroom Modified Assignments Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary) Extended time for assignment completion as needed Highlight key vocabulary Use graphic organizers	Differentiated Instruction: Enrichment/Accelerated/Honors Classes Gifted and Talented: (content, process, product and learning environment) Extension Activities Conduct research and provide presentation of cultural topics. Debate topics of interest / cultural importance. Authentic listening and reading sources that provide data and support for speaking and writing prompts. Exploration of art and/or artists to understand society and history. Anchor Activities Use of Higher Level Questioning Techniques Provide assessments at a higher level of thinking	
Students with Disabilities/Students with 504 Plans The students' needs will be addressed on an individual and grade level using a variety of modalities. Accommodations will be made for those students who need extra time to complete assignment.		

Adjust or modify the general education program enabling students with disabilities to participate in and benefit from learning activities and experiences based on the core curriculum content standards and demonstrate understanding and application of the content standards.” These modifications may be those identified as best practice. Each pupil manifests his or her learning abilities, learning style, and learning preferences in a unique way. Consequently, the type of adaptations needed and the program in which the adaptations will be implemented are determined individually within the IEP or 504 planning processes. The adaptations for the arts classroom are instructional as well as physical. Some adaptations may structure students’ learning in an explicit and systematic way, including presenting and organizing instruction. An example of instructional adaptation may be placing greater emphasis on foundation skills. Examples of physical demands include dexterity, flexibility, use of a variety of tools and materials, and safety considerations. For these reasons, it is essential that the arts teacher understand the nature of the student’s disability and access the individual education program. Modifications for Classroom Pair visual prompts with verbal presentations Ask students to restate information, directions, and assignments. Repetition and and practice Model skills / techniques to be mastered. Extended time to complete class work Provide copy of class notes Preferential seating to be mutually determined by the student and teacher	
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Student may request to use a computer to complete assignments. Establish expectations for correct spelling on assignments. Extra textbooks for home. Student may request books on tape / CD / digital media, as available and appropriate. Assign a peer helper in the class setting Provide oral reminders and check student work during independent work time Assist student with long and short term planning of assignments Encourage student to proofread assignments and tests Provide regular parent/ school communication Teachers will check/sign student agenda daily Student requires use of other assistive technology device Modifications for Homework and Assignments Extended time to complete assignments. Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases. Provide the student with clearly stated (written) expectations and grading criteria for assignments. Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic). Modifications for Assessments Extended time on classroom tests and quizzes. Student may take/complete tests in an alternate setting as needed. Restate, reread, and clarify directions/questions Distribute study guide for classroom tests. Establish procedures for accommodations / modifications for assessments.	
Students at Risk for School Failure	

Pair visual prompts with verbal presentations
Ask students to restate information, directions, and assignments.
Repetition and and practice
Model skills / techniques to be mastered.
Extended time to complete class work
Provide copy of class notes
Preferential seating to be mutually determined by the student and teacher
Student may request to use a computer to complete assignments.
Establish expectations for correct spelling on assignments.
Extra textbooks for home.
Student may request books on tape / CD / digital media, as available and appropriate.
Assign a peer helper in the class setting
Provide oral reminders and check student work during independent work time
Assist student with long and short term planning of assignments
Encourage student to proofread assignments and tests
Provide regular parent/ school communication
Teachers will check/sign student agenda daily
Student requires use of other assistive technology device

Modifications for Homework and Assignments
Extended time to complete assignments.
Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
Provide the student with clearly stated (written) expectations and grading criteria for assignments.
Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments Extended time on classroom tests and quizzes. Student may take/complete tests in an alternate setting as needed. Restate, reread, and clarify directions/questions Distribute study guide for classroom tests. Establish procedures for accommodations / modifications for assessments.	
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DOCUMENT K

GRADE: 3-5		Theatre Arts
Unit Titles		PACING
Fundamentals and Basics of Theatre		2 weeks/ongoing
Creative Expression		2 weeks/ongoing
Historical and Cultural Context		2 weeks/ongoing
Aesthetic Valuing		2 weeks/ongoing
Standard	Performance Expectation	
1.3.5.C.1	Create original plays using script-writing formats that include stage directions and technical theatrical elements, demonstrating comprehension of elements of theatre and story construction.	
1.4.5.B.1	Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.	
1.3.5.C.2	Demonstrate how active listening skills, vocal variety, physical expression, stage business, sensory recall, concentration, and focus affect meaning in scripted and improvised performances.	
1.4.5.A.3	Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).	
1.1.5.C.2	Interpret the relationship between the physical and vocal choices and an audience's perception of character development by identifying examples of vocal variety, stage business, concentration, and focus.	
1.1.5.C.1	Evaluate the characteristics of a well-made play in a variety of scripts and performances.	
1.1.5.C.4	Explain the function of sensory recall and apply it to character development.	
1.1.5.C.3	Analyze the use of technical theatrical elements to identify how time, place, mood, and theme are created.	
1.2.5.A.1	Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.	
1.4.5.A.2	Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.	
Essential Question (EQ)		
Essential Questions:		
1. How does your voice change when your feelings change?		
2. How does your breath change as your emotions change?		
3. What do you need to know about a character before you can bring him or her to life?		
4. What would you like your audience to know about your character?		
5. What is a believable character?		
6. How can changing one's enunciation, projection, diction, and tone impact the way the		

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7. audience sees the character? 8. How different stage and body positions impact the image that is being created? 9. Why do drama and theater practitioners use stage directions? 10. Why are stage directions important? 11. How does the audience's response to a performance alter the way it is performed? 12. What makes a story dramatic? 13. What elements are essential in making a good drama? 14. What knowledge is necessary to design a scene? 15. How does one develop appropriate criteria to critique? 16. Why is feedback important? 17. How can you use feedback as a helpful tool? 18. How has theater impacted historical events?			Resources
Activities & Strategies	Assessments (Formative/Summative/Performance Tasks)		

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Create original plays using script-writing formats that include stage directions and technical theatrical elements, demonstrating comprehension of elements of theatre and story construction. 1.3.5.C.1 Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria. 1.4.5.B.1 Demonstrate how active listening skills, vocal variety, physical expression, stage business, sensory recall, concentration, and focus affect meaning in scripted and improvised performances. 1.3.5.C.2 Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context). 1.4.5.A.3 Interpret the relationship between the physical and vocal choices and an	Teacher Observation • Use a variety of vocal tones and breath control to create a character's feelings and mood. • Use basic analysis skills to perform a character within a scene. • Performance rubrics • Performance task checklist Self-Assessment • Journal entries • Self reflection - Mapping ones journey • Critique a performance of script using pre-developed criteria. Peer Assessment • Pair-share • Peer evaluation and observation • Critique a performance of script using pre-developed criteria. Teacher Assessment • Performance rubrics • Performance task checklist	Scripted works as needed Facility with open space Projector and speakers for visual/audio recordings
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audience's perception of character development by identifying examples of vocal variety, stage business, concentration, and focus. 1.1.5.C.2 Evaluate the characteristics of a well-made play in a variety of scripts and performances. 1.1.5.C.1 Explain the function of sensory recall and apply it to character development. 1.1.5.C.4 Analyze the use of technical theatrical elements to identify how time, place, mood, and theme are created. 1.1.5.C.3 Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs. 1.2.5.A.1 Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view. 1.4.5.A.2		
21 st Century Themes and Skills		

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(9.2) For information related to the 12 Career Ready Practices follow the link below. http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf ● CRP2. Apply appropriate academic and technical skills. ● CRP4. Communicate clearly and effectively and with reason. ● CRP6. Demonstrate creativity and innovation. ● CRP7. Employ valid and reliable research strategies. ● CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. ● CRP9. Model integrity, ethical leadership and effective management. ● CRP12. Work productively in teams while using cultural global competence.		
Interdisciplinary Connections	Technology Connections	
Respond to artworks with developing understanding, calling upon acquaintance with works of art from a variety of cultures and historical periods. Perceive artworks from structural, historical, cultural, and aesthetic perspectives. Understand how various types of arts knowledge and skills are related within and across the arts disciplines.	For NJ Technology Standards 8.1 and 8.2 follow the link below. http://www.state.nj.us/education/cccs/2014/tech/8.pdf ● 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability. ● 8.1.8.D.2 Demonstrate the application of appropriate citations to digital content. ● 8.1.8.D.3 Demonstrate an understanding of fair use and Creative Commons to intellectual property.	
Differentiated Instruction: Remediation	Differentiated Instruction: Enrichment/Accelerated/Honors Classes	
English Language Learners Modifications for Classroom Modifications for Homework/Assignments Modified Assignments Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary) Extended time for assignment completion as needed	Gifted and Talented: (content, process, product and learning environment) Extension Activities Conduct research and provide presentation of cultural topics. Debate topics of interest / cultural importance. Authentic listening and reading sources that provide data and	

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Highlight key vocabulary Use graphic organizers <i>Students with Disabilities/Students with 504 Plans</i> The students' needs will be addressed on an individual and grade level using a variety of modalities. Accommodations will be made for those students who need extra time to complete assignment. Adjust or modify the general education program enabling students with disabilities to participate in and benefit from learning activities and experiences based on the core curriculum content standards and demonstrate understanding and application of the content standards." These modifications may be those identified as best practice. Each pupil manifests his or her learning abilities, learning style, and learning preferences in a unique way. Consequently, the type of adaptations needed and the program in which the adaptations will be implemented are determined individually within the IEP or 504 planning processes. The adaptations for the arts classroom are instructional as well as physical. Some adaptations may structure students' learning in an explicit and systematic way, including presenting and organizing instruction. An example of instructional adaptation may be placing greater emphasis on foundation skills. Examples of physical demands include dexterity, flexibility, use of a variety of tools and materials, and safety considerations. For these reasons, it is essential that the arts teacher understand the nature of the student's disability and access the individual education program. Modifications for Classroom Pair visual prompts with verbal presentations	support for speaking and writing prompts. Exploration of art and/or artists to understand society and history. Anchor Activities Use of Higher Level Questioning Techniques Provide assessments at a higher level of thinking ALTERNATE LEARNING ACTIVITIES/UNITS: Opportunities to pursue alternate activities permit students to engage in new learning and avoid the boredom of repeating instruction or unnecessary practice in skills already mastered. INDEPENDENT STUDY: Students conduct carefully planned, self-directed research projects carefully monitored by the teacher. Prerequisites include instruction in field-based and library research skills, the scientific method, and other authentic types of inquiry. ADVANCED THINKING PROCESSES: Assignments in all curriculum areas should emphasize higher-level thinking skills such as synthesis, analysis, and evaluation. GUEST SPEAKERS / THEATRE: University faculty, parents, business and industry leaders, or other teachers in specific areas can provide information on topics beyond the teacher's expertise. MENTORS /INTERNSHIPS: Both mentors and internships allow students to interact with adult experts in fields of mutual interest and increase awareness of potential careers. Mentors act as role models. ALTERNATE RESOURCES: This category may include materials from a higher grade level or access to business, university, and community resources such as laboratories, libraries, and computer facilities.
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DOCUMENT K

Ask students to restate information, directions, and assignments. Repetition and and practice Model skills / techniques to be mastered. Extended time to complete class work Provide copy of class notes Preferential seating to be mutually determined by the student and teacher Student may request to use a computer to complete assignments. Establish expectations for correct spelling on assignments. Extra textbooks for home. Student may request books on tape / CD / digital media, as available and appropriate. Assign a peer helper in the class setting Provide oral reminders and check student work during independent work time Assist student with long and short term planning of assignments Encourage student to proofread assignments and tests Provide regular parent/ school communication Teachers will check/sign student agenda daily Student requires use of other assistive technology device Modifications for Homework and Assignments Extended time to complete assignments. Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases. Provide the student with clearly stated (written) expectations and grading criteria for assignments. Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic). Modifications for Assessments	EXCHANGE PROGRAMS: Students attend schools in a different community or country to enrich educational experiences.
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Extended time on classroom tests and quizzes. Student may take/complete tests in an alternate setting as needed. Restate, reread, and clarify directions/questions Distribute study guide for classroom tests. Establish procedures for accommodations / modifications for assessments.	
Students at Risk for School Failure Pair visual prompts with verbal presentations Ask students to restate information, directions, and assignments. Repetition and and practice Model skills / techniques to be mastered. Extended time to complete class work Provide copy of class notes Preferential seating to be mutually determined by the student and teacher Student may request to use a computer to complete assignments. Establish expectations for correct spelling on assignments. Extra textbooks for home. Student may request books on tape / CD / digital media, as available and appropriate. Assign a peer helper in the class setting Provide oral reminders and check student work during independent work time Assist student with long and short term planning of assignments Encourage student to proofread assignments and tests Provide regular parent/ school communication Teachers will check/sign student agenda daily Student requires use of other assistive technology device	Modifications for Homework and Assignments Extended time to complete assignments.

Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases. Provide the student with clearly stated (written) expectations and grading criteria for assignments. Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic). Modifications for Assessments Extended time on classroom tests and quizzes. Student may take/complete tests in an alternate setting as needed. Restate, reread, and clarify directions/questions Distribute study guide for classroom tests. Establish procedures for accommodations / modifications for assessments.	
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GRADE: 6		Theatre Arts	
Unit Titles		PACING	
Fundamentals and Basics of Theatre		2 weeks/ongoing	
Creative Expression		2 weeks/ongoing	
Historical and Cultural Context		2 weeks/ongoing	
Aesthetic Valuing		2 weeks/ongoing	
Standard	Performance Expectation		
1.1.8.C.1	Map historical innovations in theatre that were caused by the creation of new technologies.		
1.3.8.C.1, 1.3.8.C.2	Create short dramatizations in selected styles of theatre, such as: melodrama, vaudeville, and musical theatre.		
1.3.8.C.1, 1.3.8.C.2	Participate in improvisational and/or scripted activities, demonstrating an understanding of theatrical skills and context.		
1.1.8.C.2	Determine the effectiveness of various methods of vocal, physical, relaxation, and acting techniques used in actor training.		
1.1.8.C.1	Analyze the structural components of a variety of plays and performances from different cultures and different eras.		
1.4.8.A.3	Differentiate the theatrical traditions of cultures across the world.		
1.4.8.A.5	Interpret symbolism and metaphors in various works.		
1.4.8.A.1	Explain how cultural influences affect the content or meaning of works of theatre.		
1.1.8.D.1	Identify examples of how theatre, television, and film can influence or be influenced by politics and culture.		
1.1.8.C.3	Differentiate among vocal rate, pitch, and volume, and explain how they affect articulation, meaning, and character.		
1.1.8.C.4	Define the areas of responsibility (e.g., actor, director, producer, scenic, lighting, costume, stagehand, etc.) and necessary job skills of the front and back-of-house members of a theatre company.		
1.4.8.B.1	Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form.		
Essential Question (EQ)			
Essential Questions:			
1. What roles are integral in composing and performing theater productions?			
2. How do social, cultural, geographical, and historical elements influence theater?			

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3. How do vocal attributes affect elements of the theater piece? 4. How do character traits and feelings impact an actor’s performance? 5. What are the varying purposes of theater? 6. How do styles, trends, and movements vary across cultures and historical eras? 7. How do shifts in societal norms, beliefs, or values impact messages and themes in theater? 8. What elements should be considered in critiquing the effectiveness of a work or performance?		
Activities & Strategies	Assessments (Formative/Summative/Performance Tasks)	Resources

DOCUMENT K

Map historical innovations in theatre that were caused by the creation of new technologies. - 1.1.8.C.1 Create short dramatizations in selected styles of theatre, such as: melodrama, vaudeville, and musical theatre. - 1.3.8.C.1, 1.3.8.C.2 Participate in improvisational and/or scripted activities, demonstrating an understanding of theatrical skills and context. - 1.3.8.C.1, 1.3.8.C.2 Determine the effectiveness of various methods of vocal, physical, relaxation, and acting techniques used in actor training. - 1.1.8.C.2 Analyze the structural components of a variety of plays and performances from different cultures and different eras. - 1.1.8.C.1 Differentiate the theatrical traditions of cultures across the world. - 1.4.8.A.3 Interpret symbolism and metaphors in various works. - 1.4.8.A.5 Explain how cultural influences affect the content or meaning of works of theatre. - 1.4.8.A.1	Teacher Observation ● Use a variety of vocal tones and breath control to create a character's feelings and mood. ● Use basic analysis skills to perform a character within a scene. ● Performance rubrics ● Performance task checklist Self-Assessment ● Journal entries ● Self reflection - Mapping ones journey ● Critique a performance of script using pre-developed criteria. Peer Assessment ● Pair-share ● Peer evaluation and observation ● Critique a performance of script using pre-developed criteria. Teacher Assessment ● Performance rubrics ● Performance task checklist	Scripted works as needed Facility with open space Projector and speakers for visual/audio recordings
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Identify examples of how theatre, television, and film can influence or be influenced by politics and culture. - 1.1.8.D.1 Differentiate among vocal rate, pitch, and volume, and explain how they affect articulation, meaning, and character. - 1.1.8.C.3 Define the areas of responsibility (e.g., actor, director, producer, scenic, lighting, costume, stagehand, etc.) and necessary job skills of the front and back-of-house members of a theatre company. - 1.1.8.C.4 Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form. - 1.4.8.B.1		
21 st Century Themes and Skills		
(9.2) For information related to the 12 Career Ready Practices follow the link below. http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf ● CRP2. Apply appropriate academic and technical skills.		

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● CRP4. Communicate clearly and effectively and with reason. ● CRP6. Demonstrate creativity and innovation. ● CRP7. Employ valid and reliable research strategies. ● CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. ● CRP9. Model integrity, ethical leadership and effective management. ● CRP12. Work productively in teams while using cultural global competence.	
Interdisciplinary Connections	Technology Connections
Interpret the relationship between the physical and vocal choices and an audience's perception of character development by identifying examples of vocal variety, stage business, concentration, and focus.	For NJ Technology Standards 8.1 and 8.2 follow the link below. http://www.state.nj.us/education/cccs/2014/tech/8.pdf ● 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability. ● 8.1.8.D.2 Demonstrate the application of appropriate citations to digital content. ● 8.1.8.D.3 Demonstrate an understanding of fair use and Creative Commons to intellectual property.
Differentiated Instruction: Remediation	Differentiated Instruction: Enrichment/Accelerated/Honors Classes
English Language Learners Modifications for Classroom Modifications for Homework/Assignments Modified Assignments Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary) Extended time for assignment completion as needed Highlight key vocabulary Use graphic organizers Students with Disabilities/Students with 504 Plans	Gifted and Talented: (content, process, product and learning environment) Extension Activities Conduct research and provide presentation of cultural topics. Debate topics of interest / cultural importance. Authentic listening and reading sources that provide data and support for speaking and writing prompts. Exploration of art and/or artists to understand society and history. Anchor Activities

DOCUMENT K

The students' needs will be addressed on an individual and grade level using a variety of modalities. Accommodations will be made for those students who need extra time to complete assignment. Adjust or modify the general education program enabling students with disabilities to participate in and benefit from learning activities and experiences based on the core curriculum content standards and demonstrate understanding and application of the content standards." These modifications may be those identified as best practice. Each pupil manifests his or her learning abilities, learning style, and learning preferences in a unique way. Consequently, the type of adaptations needed and the program in which the adaptations will be implemented are determined individually within the IEP or 504 planning processes. The adaptations for the arts classroom are instructional as well as physical. Some adaptations may structure students' learning in an explicit and systematic way, including presenting and organizing instruction. An example of instructional adaptation may be placing greater emphasis on foundation skills. Examples of physical demands include dexterity, flexibility, use of a variety of tools and materials, and safety considerations. For these reasons, it is essential that the arts teacher understand the nature of the student's disability and access the individual education program. Modifications for Classroom Pair visual prompts with verbal presentations Ask students to restate information, directions, and assignments. Repetition and and practice	Use of Higher Level Questioning Techniques Provide assessments at a higher level of thinking ALTERNATE LEARNING ACTIVITIES/UNITS: Opportunities to pursue alternate activities permit students to engage in new learning and avoid the boredom of repeating instruction or unnecessary practice in skills already mastered. INDEPENDENT STUDY: Students conduct carefully planned, self-directed research projects carefully monitored by the teacher. Prerequisites include instruction in field-based and library research skills, the scientific method, and other authentic types of inquiry. ADVANCED THINKING PROCESSES: Assignments in all curriculum areas should emphasize higher-level thinking skills such as synthesis, analysis, and evaluation. GUEST SPEAKERS / THEATRE: University faculty, parents, business and industry leaders, or other teachers in specific areas can provide information on topics beyond the teacher's expertise. MENTORS / INTERNSHIPS: Both mentors and internships allow students to interact with adult experts in fields of mutual interest and increase awareness of potential careers. Mentors act as role models. ALTERNATE RESOURCES: This category may include materials from a higher grade level or access to business, university, and community resources such as laboratories, libraries, and computer facilities. EXCHANGE PROGRAMS: Students attend schools in a different community or country to enrich educational experiences.
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Model skills / techniques to be mastered. Extended time to complete class work Provide copy of class notes Preferential seating to be mutually determined by the student and teacher Student may request to use a computer to complete assignments. Establish expectations for correct spelling on assignments. Extra textbooks for home. Student may request books on tape / CD / digital media, as available and appropriate. Assign a peer helper in the class setting Provide oral reminders and check student work during independent work time Assist student with long and short term planning of assignments Encourage student to proofread assignments and tests Provide regular parent/ school communication Teachers will check/sign student agenda daily Student requires use of other assistive technology device	
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Restate, reread, and clarify directions/questions Distribute study guide for classroom tests. Establish procedures for accommodations / modifications for assessments.	
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MANASQUAN PUBLIC SCHOOLS

TITLE: Supplemental Basic Skills Teacher (Title IA)

QUALIFICATIONS:

1. Valid New Jersey Instructional Certificate and Elementary Education/Elementary School with Subject Matter Specialization Endorsement or eligibility
2. Demonstrated knowledge of effective teaching methods and developmentally appropriate classroom activities
3. Ability to maintain a positive learning environment
4. Strong interpersonal and communication skills
5. Required criminal history background check and proof of U.S. citizenship or legal resident alien status

REPORTS TO: Principal

SUPERVISES: Pupils, and when assigned, student teachers and classroom aides

JOB GOAL: To administer a basic skills instructional pullout program to all eligible students (Grades K-8) and establish a class environment that fosters learning and personal growth; to help pupils develop skills, attitudes and knowledge needed to provide a good foundation for continued education; and to maintain good relationships with parents and other staff members.

PERFORMANCE RESPONSIBILITIES:

1. Works to meet the district's priority needs of helping at-risk and low-performing students close the achievement gap by mastering the NJSLs for English Language Arts Literacy and/or Math.
2. Develops lesson plans and instructional materials and provides personalized instruction in order to adapt the curriculum to the needs of each pupil.
3. Sets specific objectives wherever possible in lesson preparation and weekly lesson plans and carries through presentation to effectively achieve these objectives.
4. Monitors pupil academic progress and personal growth toward stated objectives of instruction.
5. Maintains records of pupil's educational progress in class record books and/or board approved forms and summarizes these marks for reporting purposes.
6. Identifies pupil needs and cooperates with other professional staff members in assessing and resolving learning problems.

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7. Establishes and maintains standards of pupil behavior needed to achieve a classroom climate conducive to learning.
8. Budgets class time effectively.
9. Communicates with parents through conferences and other means to inform them about the school program and to discuss pupil progress.
10. Devises written and oral assignments and tests that require analytical and critical thinking as well as the reproduction of facts.
11. Plans class activities and lesson presentations that are age-appropriate for the class and meet the individual needs, interests and ability levels of all pupils.
12. Maintains professional competence and continuous improvement through in-service education and other professional growth activities.
13. Participates in school-level planning, faculty meetings/committees and other school system groups.
14. Makes effective use of community resources to enhance the instructional program.
15. Upholds and enforces school rules, administrative regulations and board policy.
16. Performs other duties within the scope of his/her employment and certification as may be assigned.

TERMS OF EMPLOYMENT: 10-month year.

EVALUATION: Performance of this job will be evaluated in accordance with the provisions of the Board's policy on Evaluation of Professional Personnel.

Approved by: Manasquan Board of Education Date: Sept. , 2019

POLICY

MANASQUAN BOARD OF EDUCATION

Students

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STUDENT IDENTIFICATION CARDS

5517 SCHOOL DISTRICT ISSUED STUDENT IDENTIFICATION CARDS

The Board of Education recognizes school building security measures are important for the safety and welfare of all pupils, staff, parents and community members in school buildings.

In recognizing this important responsibility, the Board requires all pupils **in grades six through twelve to carry wear and display via a lanyard around the student's neck their school district issued identification cards at all times while in school.**

Notwithstanding any provision of this Policy , the Principal or designee may determine that students shall not be required to wear their identification card during such activities where the wearing of the card would interfere with the activity or present a safety concern (e.g. physical education class, dance class, recess).

An Identification Card will be issued to all students in grades six through twelve.

The Principal or designee may require a student to present their Identification Card at any time during the school day or at any time during a school-sponsored activity on school grounds.

~~A pupil must present the card to any school staff member upon request. Pupils who fail to have the card in their possession or to produce it when asked to do so may be disciplined. The school district issued Identification Card will be issued to all pupils in the high school, and may be presented for:~~

- ~~1. Identification at school district activities on school district property other than the school attended by the pupil;~~
- ~~2. Admission to school dances and other school-related activities;~~
- ~~3. Identification for library media services to include library book, periodical and other resource check-out;~~
- ~~4. Entrance for Scholastic Aptitude Tests, State Standardized Tests and other testing programs administered on school district property;~~
- ~~5. Identification for transportation services offered by the district including the use of activity and/or late buses;~~



- ~~6. Identification for admission to certain school-related and school district sponsored functions; and~~
- ~~7. Accessing money placed on account in the school cafeterias;~~
- ~~8. Accessing free or reduced lunch system; and~~
- ~~9. Other purposes and activities as determined by the Building Principal.~~

Notwithstanding any provision of this Policy, the Principal or designee may also require students carry an Identification Card at any school-sponsored, off-campus activity, including but not limited to, field trips or interscholastic sports programs pursuant to N.J.S.A. 18A:36-43a. The provisions of this Policy shall not be construed to require a student to carry the Identification Card while participating in an athletic contest or competition, an activity involving fine arts or performing arts, or any other activity that the Commissioner of Education determines does not require the physical possession of an Identification Card. An Identification Card used in accordance with N.J.S.A. 18A:36-43a shall include, but need not be limited to, the following information: the student's name; an up-to-date photograph; and the current school year.

Any student who fails to have the Identification Card in their possession or fails to present it when required may be denied access to an event or activity and may be subject to appropriate discipline.

An Identification Card issued in accordance with this Policy shall not be considered a government record pursuant to P.L. 1963, c.73 (N.J.S.A. 47:1A-1 et seq.), P.L. 2001, c.404 (N.J.S.A. 47:1A-5), or the common law concerning access to government records.

Pupils will be issued one card every year. A replacement fee of \$5.00 will be charged for all lost identification cards.

Adopted:25 September 2018



POLICY

MANASQUAN BOARD OF EDUCATION

Program
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HOME OR OUT-OF-SCHOOL INSTRUCTION FOR GENERAL EDUCATION PUPILS (M)

2481 HOME OR OUT-OF-SCHOOL INSTRUCTION FOR GENERAL EDUCATION PUPILS (M)

The Board of Education shall provide instructional services to an enrolled general education student at the student's home or other suitable out-of-school setting under the following conditions:

- A. The student is mandated by State law and rule for placement in an alternative education program, but placement is not immediately available;
- B. The student is placed on short-term or long-term suspension from participation in the general education program; or
- C. A court order requires the student receive instructional services in the home or other out-of-school setting.

The parent shall submit a request to the school district that includes a physician's certificate documenting the diagnosis and projected need for confinement at the student's residence or other treatment setting for 10 consecutive school days or more during the school year.

The Homebound Request Form may be obtained in the School Counseling Office and must be returned to the Director of School Counseling Services with copies forwarded to the building principal and I & RS chairperson.

Upon receipt of the Homebound Request Form, parents will be given a letter explaining Homebound Instruction. The school district shall forward the written determination to the school physician, who shall verify the need for home instruction. The school physician may contact the student's physician to secure additional information concerning the student's diagnosis or need for treatment and shall either verify the need for home instruction or shall provide reasons for denial to the district board of education. The school physician reserves the right to request an evaluation by a specialist at the parent's expense.

The school district shall notify the parent concerning the school physician's verification or reasons for denial within five school days after receipt of the written determination by the student's physician

~~Students attending school part-time or full-time are ineligible for home instruction services.~~



HOME OR OUT-OF-SCHOOL INSTRUCTION FOR GENERAL EDUCATION PUPILS (M)

Students on homebound instruction are ineligible to participate in extra-curricular activities or a school-based work-study program.

If a chronic or temporary health condition is verified to demonstrate limited mental or physical capabilities, the student should not be allowed to work while receiving homebound instruction services

The student's Individualized Program Plan (IPP) shall be based upon consultation with the student, parent and a multidisciplinary team of professionals (Intervention and Referral Services Team) with appropriate instructional and educational services credentials to assess the educational, behavioral, emotional, social and health needs of the student and recommend a program to address both educational and behavioral goals

The school district in which a student resides shall be responsible for the costs of providing instruction in the home or out-of-school setting either directly, or through online services, including any needed equipment, or through contract with another Board of Education, Educational Services Commission, Jointure Commission, or approved clinic or agency. The district shall provide services no later than five school days after the student has left the general education program.

The services to be provided shall meet the minimum standards as required in N.J.A.C. 6A:16-10.2(d).

The teacher(s) providing instruction shall be a certified teacher. The teacher shall provide one-on-one instruction for no fewer than ten hours per week on three separate days of the week and no fewer than ten hours per week of additional guided-learning experiences that may include the use of technology to provide audio and visual connections to the student's classroom.

The instruction shall meet the Core Curriculum Content Standards and the Board of Education's requirements for promotion and graduation.

If instruction is delivered in the student's home, a parent or other adult twenty-one years of age or older who has been designated by the parent shall be present during all periods of home instruction.

Home instruction guidelines prepared by the Manasquan School District are to be followed.

N.J.S.A. 18A:38-1 through 18A:38-25



Program
2481/Page 3 of 3

HOME OR OUT-OF-SCHOOL INSTRUCTION FOR GENERAL EDUCATION PUPILS (M)

N.J.A.C. 6A:16-10.2

Adopted: 14 June 2011

Revised: 26 April 2016

Revised: 13 August 2019

